



"The limits of my language are the limits of my world."
(Ludwig Wittgenstein)



My English lessons are on... at...

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30					
9:30-10:30					
10:30-11:30					
11:30-12:00					
12:00-13:00					
13:00-14:00					
14:00-15:00					

This workbook belongs to _____ from class _____

Presentación

Tu “Workbook” ha sido preparado por tus profesores para ayudarte a superar la asignatura de inglés con éxito. Revísalo con frecuencia, tráelo siempre a clase, lee los consejos que aparecen en él ¡cuídalo! y no olvides que hay que trabajar desde el primer día.

Contiene las siguientes secciones:

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¡Buen curso 2015-16!

The English Department
IES Pedro Espinosa

IES PEDRO ESPINOSA

DEPARTAMENTO DE INGLÉS
HOJA INFORMATIVA PARA EL ALUMNADO 4º ESO BILINGÜE
CURSO 2015-2016

I. SISTEMA DE EVALUACIÓN

Se realizarán 2 exámenes trimestrales, para los que se establecerá hora y día, y todos los controles de vocabulario, verbos, frases... oportunos. No olvides que la **EVALUACIÓN ES CONTINUA**, lo que implica que cada examen engloba todo lo estudiado desde el comienzo de curso hasta el momento del examen y cada examen sirve de recuperación del anterior. Puesto que la nota de exámenes es sólo el 70% de la calificación trimestral, ningún alumno podrá aprobar la asignatura **SÓLO Y EXCLUSIVAMENTE CON EL ÚLTIMO EXAMEN**. ¡Hay que trabajar desde el primer día!

Los exámenes constarán de las siguientes partes:

- Gramática y Vocabulario (Use of English) 40%
- Comprensión del texto (Reading) 20%
- Comprensión auditiva (Listening) 10%
- Redacción (Writing) 20%
- Expresión oral (Speaking) 10%



Recuerda que los **EXÁMENES REPRESENTAN UN 70% DE TU NOTA FINAL** Y EL 30% RESTANTE SE BASARÁ EN TU TRABAJO DE CLASE Y EN TU CUADERNO Y EN LA REALIZACIÓN DE TAREAS, PROYECTOS, LECTURAS Y REDACCIONES tal y como se muestra en la siguiente tabla:

Nivel 1º, 2º, 3º y 4º ESO. 100% repartido entre:				
Exámenes: 70%		Trabajo del alumno: 30 %		
Exámenes de unidades	Tests	Trabajo en clase/casa Participación	Proyectos y Redacciones	Biblioteca de aula
50.00%	20.00%	10.00%	10.00%	10.00%

Por tanto, para aprobar la asignatura será necesario:

- Realizar Tarea en casa. Se revisará diariamente.
- Participar en clase y en las actividades propuestas por el departamento.
- Trabajar proyectos.
- Aprovechar el tiempo dedicado a la lectura y llevar al día el *diario de lectura*.
- Tener el cuaderno completo, limpio, ordenado y corregido.
- Mostrar interés por la asignatura.
- Realizar exámenes orales y escritos.

El alumnado que no supere el curso en la convocatoria de junio, deberá presentarse a la convocatoria de septiembre. El examen de septiembre incluirá todas las destrezas trabajadas durante el curso.

II. RECUPERACIÓN DE CURSOS ANTERIORES

Para recuperar los cursos anteriores el alumnado deberá presentarse a un examen trimestral en las siguientes fechas y de las siguientes unidades:

- 1ª evaluación: temas 1, 2, 3 – jueves 19 noviembre 17.00
- 2ª evaluación: temas 4, 5 – jueves 18 febrero 17.00
- 3ª evaluación: temas 6, 7, 8 – jueves 26 mayo 17.00

Recuerda que para repasar tienes tu cuaderno del alumno realizado por el Departamento. Si lo has perdido, podrás descargarlo de la página web del centro: <http://bit.ly/1XLqoLU> (iespedroespinosa.es » departamentos » inglés » cuadernillos). Si tienes dudas, recuerda preguntar a tus profesores; te ayudarán.

*El profesorado indicará el lugar de realización de la prueba.

III. MATERIAL

Obligatorio

- Interface ESO4, Student's Book. Editorial Macmillan (Lo recibirás en el Centro)

Recomendado

- Cuadernillo del Alumno realizado por el Departamento (fotocopiadora del Centro, página web del centro en formato *pdf: <http://bit.ly/1XLqoLU> (iespedroespinosa.es » departamentos » inglés » cuadernillos).
- Diccionario de bolsillo. Debe traerse a clase **TODOS LOS DÍAS**. Editoriales recomendadas: Collins Gem, Oxford, Larousse, Longman.
- Cuaderno a elección del alumno. Deberá estar perfectamente ordenado y presentable con nombre, apellidos y curso en la portada.
- Fundas folio para guardar las fotocopias que se entreguen o que se recomienden para su compra. Si el tamaño lo permite, deben pegarse en el cuaderno.

IV. INSTRUCCIONES

- **NO SE PUEDE** ESCRIBIR en el Student's Book porque NO es nuestro.
- Cuando el/la profesor/a llega, todos/as tenemos preparado nuestro material y estamos listos/as para empezar la clase.

V. RECURSOS ONLINE

- <http://englishyesplease.blogspot.com>
- www.wordreference.com (diccionario)
- www.languageguide.org/english/ (vocabulario)
- <http://www.ego4u.com/> (gramática, vocabulario, expresión escrita)
- <http://mbonillo.xavierre.com/httpdocs/grammar/2eso.html> (gramática, listening)

VI. ¿PARA QUÉ ME SIRVE EL INGLÉS?

- Para APROBAR esta asignatura y así ir por buen camino para obtener mi graduado.
- Para navegar por internet.
- Para escuchar y entender las canciones o a los deportistas que me gustan.
- Para seguir tus series de televisión favoritas.
- Para conseguir un trabajo.
- Para ligar, viajar...

VII. ¿QUÉ MÉTODOS PUEDO USAR PARA APRENDER INGLÉS?

- Aprovechar al máximo las clases en el instituto: prestando atención, participando.
- Clases de conversación con un hablante nativo.
- Charlas con turistas.
- Práctica con compañeros fuera de clase.
- Audición de podcasts.
- Lectura de periódicos, revistas y libros (adaptados u originales).
- Uso de Internet y DVDs.
- Concentración en la práctica oral.
- Concentración en los ejercicios de gramática.

VIII. SI YO FUERA ALUMNO/A

- No faltaría a clase a no ser por extrema necesidad y, en caso de faltar, comunicaría al profesor el motivo de la falta y además me informaría de lo que se ha tratado en clase el día en que yo he faltado y recuperaría los apuntes. Recuerda que debes enseñar el justificante de tus faltas.
- Por lo menos una vez por semana dedicaría un tiempo a estudiar la materia de esa semana.
- Participaría en clase:
 - corrigiendo la tarea.
 - preguntando lo que no entendiera.
 - hablando en inglés.
 - respetando el trabajo de los demás.
 - participando en los diálogos y teatrillos.
 - me dirigiría al profesor con respeto.
 - iría completando mi cuaderno poco a poco y este estaría limpio y claro.
 - controlaría mis ganas de broma y de juego en clase.
- Estudiaría el vocabulario y los verbos a diario y NO la noche antes del examen.
- Prepararía los exámenes intentando comprender todo, practicando con ejercicios, repasando el vocabulario...

Me doy por enterado de qué tengo que hacer para aprobar la asignatura de inglés, de los criterios de evaluación, de los materiales necesarios, de mis obligaciones... y mi firma y la de mis padres da fe de ello.

FIRMA ALUMNO/A (4º ESO grupo A)

FIRMA PADRES

Fdo. _____

Fdo. _____

SEPTIEMBRE, 2015

¿Cómo mejorar mi inglés?



consejos prácticos

- No intentes aprenderlo todo de una vez.
- Los métodos modernos y las nuevas tecnologías pueden ser muy útiles, pero NO SON PARA JUGAR.
- Lee y escucha textos en los que se utilice la lengua de forma natural (periódicos, radio, televisión).
- Recuerda que no tienes que comprender todas las palabras para entender lo esencial.
- Comprueba tu progreso. Revisa lo que ya has estudiado.

vocabulario

Te resultará más fácil aprender nuevas palabras si las agrupa por significado. Por ejemplo: animales, cosas de la clase, comida, deportes...



Aprender idiomas exige tiempo y esfuerzo. Pero está al alcance de todos y merece la pena.

LOS PROFESORES ENSEÑAN, PERO APRENDER ES TAREA TUYA

escribir

- Aprovecha cualquier oportunidad para comunicar por escrito – por correo electrónico, postales, cartas, etc.
- Relee lo que has escrito: cuando escribes tienes más tiempo para revisar y corregir errores.

hablar

- Procura hablar todo lo que puedas (habla con tus compañeros, con extranjeros que conozcas...).
- Si viajas a un país en el que se habla inglés, ¡HABLA INGLÉS!
- Memoriza las frases que vas a decir más a menudo – al encontrarte con alguien, haciendo las compras, en las tiendas, etc.
- La mayoría de las personas no consiguen tener un acento perfecto en un idioma extranjero. No tiene importancia, lo importante es que te entiendan.

escuchar

- Descarga en tu MP3 o smartphone los listenings recomendados, audiolibros o cualquier cosa que te guste. ¡Aprovecha cualquier momento! No importa que al principio no entiendas. ¡ESCUCHA, ESCUCHA, ESCUCHA!

Cómo incrementar tu vocabulario en inglés



¿Sabes por qué es difícil aprender palabras en inglés?

1) Para un hispanohablante, la gran mayoría de las palabras en inglés son sonidos ininteligibles que no significan absolutamente nada. Si la palabra nueva te resulta familiar solo se puede deber a dos motivos: es una palabra de origen latino o la has escuchado en los medios de comunicación.

Recuerda: Dado que el inglés es un idioma de origen germánico, muy alejado del español, no se asimila un nuevo sonido hasta que no se repite unas diez, a veinte veces, hablando. Algunas palabras incluso tienen que llegar a repetirse unas cien veces para que se queden grabadas en la memoria.

2) Hay, al menos, dos tipos de vocabularios. El vocabulario del inglés hablado y el del inglés escrito. Esto quiere decir que hay palabras que lees pero que no se suelen usar en inglés hablado y palabras que escuchas pero que no se suelen escribir. Las palabras de inglés hablado son las más difíciles de aprender porque una gran mayoría no son de origen latino; son "phrasal verbs", o palabras de origen germánico.

Recuerda: Es mejor empezar aprendiendo el vocabulario del inglés hablado ya que será el que más vas a necesitar en el día a día.

3) El número de palabras que hay que aprender para hablar con cierta fluidez ronda las tres mil. Aprender tres mil palabras es difícil y toma tiempo, por tanto, necesitaremos determinación a prueba de fuego.

Recuerda: Para incrementar tu vocabulario, determinación a prueba de fuego; esto significa planificación y constancia.

4) Por cada palabra, hay que aprender "pronunciación" y "deletreo" (spelling). Si no sabes escribir una palabra, no importa demasiado porque siempre puedes buscarla en un diccionario, pero si no sabes pronunciarla realmente no sabes esa palabra.

Recuerda: Solo puedes decir que sabes una palabra si puedes pronunciarla y colocarla correctamente en una frase. **Consejo:** Búscate ahora mismo alguien para hablar.

¿Cómo superaremos todas estas barreras?

Sólo hay una manera: con mucha determinación y un buen método. Suponiendo que ya tenemos la determinación, veamos los métodos.

Una de las mejores maneras de aprender vocabulario es viendo películas en inglés con subtítulos. Ves la imagen, escuchas cómo suena y ves cómo se escribe.

Ni que decir tiene que otra fantástica manera de aprender vocabulario es cantando.

Otra buena fórmula es hablando. Cuando no sabes cómo decir algo, la necesidad de comunicarte te lleva a buscar las palabras que necesitas para expresarte. Así que piensa durante el día frases en español y piensa cómo las dirías en inglés. Si tienes dudas pregunta a un profesor.

Otra forma eficaz de incrementar tu vocabulario es leyendo. La gran ventaja de la lectura es que aprendes las nuevas palabras en un contexto determinado. La desventaja es que no sabes cómo suena la palabra. Por ello, la lectura debe combinarse siempre con prácticas de conversación. También son buenos los audio-books para leer y escuchar al mismo tiempo.

Por último, **se aprende vocabulario estudiando y echando mano de todos los recursos que tenemos a mano:** diccionarios, internet, trucos para memorizar, juegos, crucigramas (crosswords), el ahorcado (hangman), leyendo las noticias en inglés, etc

¿Cómo recordar vocabulario nuevo?

1. Traduciendo la palabra a tu idioma. Por ejemplo: coche – car (inglés).
2. Describiéndola en español. Por ejemplo: vehículo con motor y de cuatro ruedas para transportar personas.
3. Haciendo un dibujo.
4. Poniéndola en contexto. Por ejemplo: Mi coche se ha estropeado y tengo que llevarlo al taller.
5. Colocándola dentro de un grupo léxico. Por ejemplo: coche, camión, moto, etc.

(Fuente: <http://elblogdelingles.blogspot.com.es/>)

CLASSROOM LANGUAGE



<i>Cosas que podrías decir a tu profesor/a</i>	<i>Things you might say to your teacher</i>
Lo siento, no lo entiendo	I'm sorry, I don't understand.
¿Perdón?	Pardon? Sorry?
¿Qué quiere decir "chair"?	What does "chair" mean?
¿Cómo se dice "X" en inglés?	How do you say "X" in English?
¿Cómo se deletrea eso?	How do you spell that?
¿Es esto correcto?	Is this correct?
¿Cuál es el pasado de "go"?	What is the past of "go"?
¿Cómo se pronuncia esta palabra?	How do you pronounce this word?
¿Qué tenemos que hacer exactamente?	What exactly do we have to do?
Perdone, ¿puedo pasar?	Excuse me. May I come in?
¿Podría hablar más despacio, por favor?	Could you speak more slowly, please?
Perdone. Lo siento, llego tarde.	Excuse me. I'm sorry, I'm late.
¿Puedo ir al baño, por favor?	May I go to the toilet, please?
¿Puedo sacar punta al lápiz, por favor?	Can I sharpen my pencil, please?
Dígalo otra vez, por favor.	Say that again, please.
¿Puede ayudarme, por favor?	Can you help me, please?
¿Es esto correcto / incorrecto?	Is this right / wrong?
Lo siento, he olvidado mi cuaderno.	I'm sorry, I forgot my notebook.
Lo siento, no hice mi tarea.	I'm sorry, I didn't do my homework.

<i>Cosas que tu profesor podría decirte.</i>	<i>Things your teacher might say to you.</i>
Abrid vuestro libro por la página 25.	Open your book at page 25.
Responde las preguntas.	Answer the questions.
Escribe las respuestas.	Write the answers.
Trabajad solos / en parejas / en grupos.	Work alone / in pairs / in groups.
Haz estas preguntas a tu compañero.	Ask your partner these questions ...
Responde las preguntas de tu compañero.	Answer your partner's questions ...
Escucha y repite... otra vez...	Listen and repeat ... again ...
Haz la pregunta.	Make the question.
Escucha el CD y responde las preguntas.	Listen to the CD to answer these questions.
Lee el texto.	Read the text.
Escribe una redacción sobre...	Write a composition about...
Copiad esto en vuestras libretas.	Copy this into your notebooks.
La tarea es ... ejercicio 5, página 11	The homework is ...exercise 5, page 11
¡Bien hecho!	Well done!
¿Habéis terminado?	Have you finished?
¿Dónde está Pedro hoy?	Where's Pedro today?
¿Quién falta hoy?	Who is absent / missing today?

¿Habéis hecho la tarea?	Have you done your homework?
Nos vemos la próxima clase.	See you next lesson.
¡Que tengáis un buen fin de semana!	Have a nice weekend!
¿Cómo estás?	How are you?
¡Estaos quietos!	Be quiet!
Ven a la pizarra.	Come to the board.
Siéntate.	Sit down.
Levántate.	Stand up.
Cierra el libro.	Close your book.
Abre el libro.	Open your book.
Enséñame tu libreta.	Show me your notebook.
Vamos a empezar con la clase ahora.	Let's start with the lesson now.
¿Está todo el mundo listo para empezar?	Is everybody ready to start?
Voy a pasar lista.	I'm going to take attendance.
¿A quién le gustaría tener un positivo hoy?	Who would like to get extra marks today?
Coge uno y pásalos.	Take one and pass them on.

<i>Cosas que podrías leer en tu libro o en un examen.</i>	<i>Things you might read in your book or in an exam.</i>
Completa las frases con las palabras de abajo.	Complete the sentences with the words below.
Completa las frases con la forma correcta de los verbos entre paréntesis.	Complete the sentences with the correct form of the verbs in brackets.
Escribe las frases en negative e interrogative.	Write the sentences in the negative and interrogative.
Elige / Subraya / Rodea	Choose / Underline / Circle the correct...
Escribe las palabras en el orden correcto.	Write the words in the correct order.
Lee el texto y responde las preguntas.	Read the text and answer the questions.
Escribe cinco frases sobre...	Write five sentences about...
Traduce las siguientes frases a inglés.	Translate the following sentences into English.
Escribe los contrarios.	Write the opposites.

<i>Cosas que podrías decir a tu compañero.</i>	<i>Things you might say to your classmate.</i>
¿Podría coger prestado tu...?	Can I borrow your..., please?
¿Puedes dejarme un...?	Can you lend me a ...?
Lo siento, no recuerdo tu nombre.	Sorry, I can't remember your name.
¿Podemos compartir el libro?	Can I share your book with you?
¿En qué página estamos?	What page is it on?
¿Me puedes pasar esas hoja, por favor?	Can you pass me that piece of paper, please?
Perdona, ese es mi libro.	Excuse me, that's my book.
¿Quién va a empezar?	Who is going to start?
¿A quién le toca?	Whose turn is it?
Me toca a mi ahora.	It's my turn now.

SCHOOL AND EDUCATION

go to school	ir al colegio
study	estudiar
learn (by heart)	aprender (de memoria)
do homework	hacer la tarea
ask	preguntar
answer	responder
know	saber
revise	repasar
take an exam	hacer un examen
pass an exam	aprobar
fail an exam	suspender
repeat a year	repetir
leave school	dejar el colegio
take the register	
attendance	pasar lista
expel	expulsar
punish	castigar
punishment	castigo
skip classes*	saltarse las clases
absent	ausente
present	presente
hard-working	trabajador
inattentive	distruido
undisciplined	indisciplinado
high / secondary school	instituto
state school	colegio público
private school	colegio privado



AT SCHOOL

class	clase
classroom	clase
headmaster	director
deputy	vicepresidente
director of studies	jefe de estudios
counsellor	orientador
teacher	profesor
tutor	tutor
caretaker	conserje
secretary	secretario
language assistant	asistente lingüístico
cleaner	limpiador
desk	pupitre
table	mesa
ruler	regla
glue	pegamento
scissors	tijeras
stick	pegar
calculator	calculadora
brush	cepillo
computer	ordenador
keyboard	teclado
mouse	ratón
headphones	auriculares
loudspeakers	altavoces
laptop	portátil
netbook	miniportátil
map	mapa
drawing pin	chincheta
duster, eraser	borrador
rubber	goma
sharpener	sacapuntas
schoolbag	mochila
pencilcase	estuche
exam	examen
break	recreo
bell	campana
chair	silla

TEACHING

term	trimestre
timetable	horario
subject	asignatura
lesson	lección
period	hora de clase
free period	hora libre
french class	clase de francés
vocabulary	vocabulario
grammar	gramática

FACILITIES

playground	patio
library	biblioteca
assembly hall	salón de actos
language lab	laboratorio de idiomas
canteen	cafetería
reception	recepción
staffroom	sala de profesores
registration room	secretaría
laboratory	laboratorio
gym	gimnasio
headteacher's office	despacho del director

IN THE CLASSROOM

classmate	compañero
chair	silla
cupboard	armario
locker	taquilla
stapler	grapadora
hole punch	taladradora
schoolbag	mochila
board	pizarra
notice board	tablón
dictionary	diccionario
notebook	libreta
sheet	hoja
pen	bolígrafo
pencil	lápiz
marker	subrayador
boardpen	rotulador pizarra
chalk	tiza
crayons	ceras
coloured pencils	lápices de colores
correction fluid	líquido corrector
spelling	ortografía
essay	redacción, trabajo
translation	traducción
exam	examen
mistake	fallo
good mark	buen nota
bad mark	mala nota
pass mark	aprobado
school report	boletín
prize	premio
GCSE	graduado de Secundaria
holidays	vacaciones

SUBJECTS

computer studies	informática
maths	matemáticas
history	historia
geography	geografía
science	ciencias
biology	biología
chemistry	química
physics	física
languages	idiomas
English	inglés
physical education	E.F.
religion	religión
French	Francés

Large Numbers

Do you remember the numbers from 1 to 20? Write them in letters:

1.....
2.....
3.....
4.....
5.....
6.....
7.....
8.....
9.....
10.....
11.....
12.....
13.....
14.....
15.....
16.....
17.....
18.....
19.....
20.....
21.....
22.....
23.....
...

30.....
40.....
50.....
60.....
70.....
80.....
90.....
100.....
1,000.....
1,000,000.....
...
1,000,000,000.....
...

1. Tens and units are joined by a **hyphen** (-)

21 twenty-one 56 fifty-six

2. For numbers that are **> 100** you need to use **and** between hundreds and tens and units: five hundred **and** eighty-nine

3. You don't need "AND" to join thousands and hundreds.

4. Terms like **dozen, hundred, thousand, million, billion** are invariable if preceded by a number, but they need the plural **-s** when they refer to an indefinite quantity (hundreds, thousands...)

2,566 two thousand, five hundred **and** sixty-six
six nine hundred **but** hundreds of books.

Now it's your turn! Write the following numbers in letters:

358 _____
506 _____
4,802 _____
7,003 _____
12,538 _____
624,287 _____
7,544,853 _____

38 + 4 = 42 thirty-eight **plus/and** four **is/makes/equals** forty-two
56 - 24 = 32 fifty-six **minus** twenty-four **is/makes/equals** thirty-two
7 x 8 = 56 seven **times/ multiplied by** eight **is/makes/equals** fifty-six
54 : 9 = 6 fifty-six **divided by** nine **is/makes/equals** six

Now it's your turn! Write the following in letters:

26 + 78 = _____
68 - 37 = _____
76 x 4 = _____
627 : 3 = _____

REMEMBER:

Ordinal Numbers from 1 to 1,000,000												
1	st	first	11	th	eleventh	21	st	twenty-first		31	st	thirty-first
2	nd	second	12	th	twelfth	22	nd	twenty-second		40	th	fortieth
3	rd	third	13	th	thirteenth	23	rd	twenty-third		50	th	fiftieth
4	th	fourth	14	th	fourteenth	24	th	twenty-fourth		60	th	sixtieth
5	th	fifth	15	th	fifteenth	25	th	twenty-fifth		70	th	seventieth
6	th	sixth	16	th	sixteenth	26	th	twenty-sixth		80	th	eightieth
7	th	seventh	17	th	seventeenth	27	th	twenty-seventh		90	th	ninetieth
8	th	eighth	18	th	eighteenth	28	th	twenty-eighth		100	th	one hundredth
9	th	ninth	19	th	nineteenth	29	th	twenty-ninth	1,000		th	one thousandth
10	th	tenth	20	th	twentieth	30	th	thirtieth	1,000,000		th	one millionth

Numbers Calculations

1. Addition

$$2 + 3 = 5$$

Two **and** three **is / are** five

Two **plus** three **is / equals** five

2. Subtraction

$$7 - 4 = 3$$

Four **from** seven **is / leaves** three

Seven **minus** four **is / equals** three

3. Multiplication

$$5 \times 2 = 10$$

Five **times** two **is / makes** ten

Five **multiplied by** two **equals** ten

4. Division

$$9 : 3 = 3$$

Nine **divided by** three **equals** three

Fractions

Simple fractions are expressed by using ordinal numbers

$\frac{3}{4}$: three **fourths** $\frac{1}{3}$: one **third**

Decimals

Decimal fractions are said with each figure separate. We use a full stop, called "point", not a comma, before the fraction.

0.5 : nought **point** five

Irregular Verbs

	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
1	be	was, were	been	estar
2	beat	beat	beaten	derrotar, golpear
3	become	became	become	convertirse en, hacerse
4	begin	began	begun	empezar
5	bend	bent	bent	doblar
6	bet	bet	bet	apostar
7	bite	bit	bitten	morder
8	bleed	bled	bled	sangrar
9	blow	blew	blown	soplar
10	break	broke	broken	romper(se)
11	breed	bred	bred	criar
12	bring	brought	brought	traer
13	build	built	built	construir
14	buy	bought	bought	comprar
15	catch	caught	caught	coger, atrapar
16	choose	chose	chosen	elegir
17	come	came	come	venir, llegar
18	cost	cost	cost	costar
19	cut	cut	cut	cortar
20	deal	dealt	dealt	tratar
21	do	did	done	hacer
22	draw	drew	drawn	dibujar
23	dream	dreamt	dreamt	soñar
24	drink	drank	drunk	beber
25	drive	drove	driven	conducir
26	eat	ate	eaten	comer
27	fall	fell	fallen	caerse
28	feed	fed	fed	alimentar
29	feel	felt	felt	sentir
30	fight	fought	fought	luchar
31	find	found	found	encontrar
32	fly	flew	flown	volar
33	forbid	forbade	forbidden	prohibir
34	foretell	foretold	foretold	predecir
35	forget	forgot	forgotten	olvidar
36	forgive	forgave	forgiven	perdonar
37	freeze	froze	frozen	congelar
38	get	got	got	conseguir, recibir
39	give	gave	given	dar
40	go	went	gone	ir(se)
41	grow	grew	grown	crecer, cultivar
42	hang	hung, hanged	hung, hanged	colgar, tender
43	have	had	had	tener, tomar, haber
44	hear	heard	heard	oír
45	hide	hid	hidden	esconder
46	hit	hit	hit	golpear
47	hold	held	held	sujetar
48	hurt	hurt	hurt	doler, hacer daño

	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
49	keep	kept	kept	continuar, seguir
50	know	knew	known	saber, conocer
51	lay	laid	laid	poner, extender
52	learn	learnt	learnt	aprender, enterarse de
53	leave	left	left	irse, dejar
54	lead	led	led	encabezar, dirigir
55	lend	lent	lent	prestar
56	let	let	let	dejar (autorizar)
57	lie	lay	lain	tumbarse
58	light	lit	lit	encender
59	lose	lost	lost	perder
60	make	made	made	hacer, fabricar
61	mean	meant	meant	significar, querer decir
62	meet	met	met	conocer, reunirse, quedar, encontrarse con alguien
63	pay	paid	paid	pagar
64	put	put	put	poner
65	read	read	read	leer
66	ride	rode	ridden	montar (caballo, moto, bici...))
67	ring	rang	rung	tocar (el timbre) sonar (el teléfono)
68	rise	rose	risen	subir
69	run	ran	run	correr
70	say	said	said	decir
71	see	saw	seen	ver
72	sell	sold	sold	vender
73	send	sent	sent	enviar
74	sew	sewed	sewn	coser
75	shake	shook	shaken	agitar, sacudir
76	shine	shone	shone	brillar, relucir
77	shoot	shot	shot	disparar
78	show	showed	shown	mostrar
79	shrink	shrank	shrunk	encoger
80	shut	shut	shut	cerrar
81	sing	sang	sung	cantar
82	sink	sank	sunk	hundirse
83	sit	sat	sat	sentarse
84	sleep	slept	slept	dormir(se)
85	slide	slid	slid	deslizarse
86	speak	spoke	spoken	hablar
87	spell	spelt	spelt	deletrear
88	spend	spent	spent	gastar (dinero), pasar (tiempo)
89	spread	spread	spread	extender
90	spring	sprang	sprung	aparecer, brotar
91	stand	stood	stood	estar de pie
92	steal	stole	stolen	robar
93	stick	stuck	stuck	pegar, colgar
94	stink	stank	stunk	apestar

	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
95	swear	swore	sworn	jurar, prometer
96	sweep	swept	swept	barrer
97	swim	swam	swum	nadir
98	take	took	taken	coger, llevarse
99	teach	taught	taught	enseñar
100	tell	told	told	decir, contar
101	think	thought	thought	pensar
102	throw	threw	thrown	tirar, arrojar
103	understand	understood	understood	entender
104	wake	woke	woken	despertar(se)
105	wear	wore	worn	ponerse, llevar puesto
106	weep	wept	wept	llorar
107	wet	wet, wetted	wet, wetted	humedecer, mojar
108	win	won	won	ganar
109	wind	wound	wound	ventilar, enredar, dar cuerda (reloj)
110	write	wrote	written	escribir



English Spelling Rules

English spelling often appears to be totally illogical. The following rules can help you to decode the mysteries of English spelling. But remember, even the best rules have their exceptions.

ADDING -ING/-ED

Spelling Rule

Just add -ing or -ed to the end of the base verb:

work > working > worked, play > playing > played, open > opening > opened

Exceptions:

If the base verb ends in:	do this:	and add:	For example:
consonant + vowel + consonant and a stressed syllable	double the final consonant	-ing -ed	stop > stopping > stopped begin > beginning tap > tapping > tapped But, for example: open > opening > opened (because no stress on last syllable of open)
consonant + -e	remove the -e	-ing -ed	phone > phoning > phoned dance > dancing > danced make > making rake > raking > raked dye > dying > dyed
-ie	change the -ie to -y	-ing	lie > lying die > dying
	nothing	-d	lie > lied die > died



ADDING -S

We add -s to words for two reasons:

1. to make plural nouns (boy > boys)
2. to form the 3rd person singular of the present simple tense (you work > he works)

Spelling Rule

Just add -s to the end of the word, for example:

dog > dogs, play > plays, demand > demands

Exceptions:

If the word ends in:	do this:	and add:	For example:
-ch -s -sh -x -z	nothing	-es	church > churches mass > masses brush > brushes fax > faxes box > boxes chintz > chintzes
-f -fe	remove the -f or -fe	-ves	wife > wives calf > calves except: beliefs, chiefs, dwarfs, griefs, gulfs, proofs, roofs
consonant + -y	remove the -y	-ies	spy > spies baby > babies



Note: words that end in -o normally just add s, except:

buffalo > buffaloes ; cargoes (or cargos) ; domino > dominoes ; echo > echoes ; go > goes ; grotto > grottoes
halo > haloes ; hero > heroes ; mango > mangoes ; mosquito > mosquitoes ; motto > mottoes (or mottos) ;
potato > potatoes ; tomato > tomatoes ; tornado > tornadoes ; torpedo > torpedoes ; veto > vetoes ; volcano
> volcanoes

PowerPoint Presentations

TIPS



The purpose of a PowerPoint presentation is to support a spoken presentation.

- Don't repeat what is written on the slides –explain what's on the slide and add to it.
- The text on each slide should be written in point form –avoid full sentences.
- Every slide should have a title.
- The background colour of your slide should contrast with the font –do not use patterns with lots of colours.
- Your font size should not be smaller than 18 points, otherwise people at the back of the room won't be able to read it.
- The best way to show statistics or trends is with a graph.

PET WORDS

I mean
Well
Well, you see
So
You know what I mean
OK
Right
Let's see
My point is...
How shall I put it?
What's the word for it?
Now, let me think...
It's on the tip of my tongue...
That's an interesting question...



THE BEGINNING OR INTRODUCTION

- Good morning/afternoon everybody.

GETTING PEOPLE ATTENTION

- Great, shall we start?
- Right / Well / Ok. Let's start.

GIVE TITLE AND INTRODUCE SUBJECT

- I plan to talk about...
- Today I'm going to talk about...
- The subject of my presentation is...
- My talk will last about ... minutes.
- I will speak for 15 minutes.

GIVE YOUR OBJECTIVES

- What I would like to do today is to explain, to illustrate...

TRANSITIONS

- Now let us turn to point one.
- Let us now move to the second part...

THE MIDDLE OR THE BODY

- There are three things we have to consider: one...
- First of all...
- In the first place...

LINKING IDEAS

To give an example:

- Now let's take an example.
- To illustrate this...
- For example
- For instance

To rephrase:

- In other words
- Another way of saying the same thing is...
- That is to say...

To summarize:

- To summarize
- To sum up

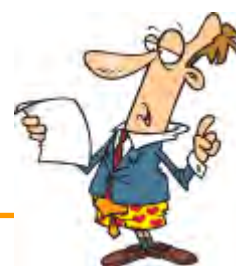
THE END OR CONCLUSION

- In conclusion, I would like to say that...
- Finally...
- As a conclusion...
- I'd be happy to answer any questions.
- If there are any questions, please feel free to ask.

TASK

Create and present a PowerPoint presentation.

- Research one of the issues talked about in class.
- Create a PowerPoint presentation to go with your oral presentation.
- Give your presentation in front of the class.



TOP TIPS for a presentation!

Tips for giving a presentation:	Plan your presentation. Organise your ideas, and write what you are going to say. Introduce your presentation by explaining what you are going to say. Include some questions for the class. <i>For example:</i> <i>'Do you know what the highlight of the film is? Let me tell you.'</i> Then practise giving the presentation. Write notes on note cards. When you are speaking, use the note cards, but don't read the whole text. Make eye contact with the students in your class. Stand at the front of the class, and try to keep your body still. Ask your audience if they have any questions at the end of the presentation.
Tips for your powerpoint / prezi:	Use 5 - 8 slides for your presentation. Don't put all the text from your presentation on the slides. Write key words and phrases. Don't put too much text on each slide. This means that it is easier for your audience to read AND listen. Use some colour and images, but not TOO MUCH!
Tips for speaking:	Speak at a good pace. Don't talk too fast or too slow. Project your voice. Speak up so that everybody can hear you easily. Make your voice sound interesting. Stress the key words in the speech. Pause between ideas.

Reading Record Sheet



MY FIRST BOOK:

*I started to read..... on the
It was written by and published
by in the year*

I STOPPED READING ON PAGE:

1st session:

2nd session:

3rd session:

4th session:

5th session:

6th session:

SUMMARY

WORDS I LOOKED UP

*I finished reading this book on the
It was awful/ boring/ nice/ interesting/ great.*

MY SECOND BOOK:

*I started to read..... on the
It was written by and published
by in the year*

I STOPPED READING ON PAGE:

1st session:

2nd session:

3rd session:

4th session:

5th session:

6th session:

SUMMARY

WORDS I LOOKED UP

*I finished reading this book on the
It was awful/ boring/ nice/ interesting/ great.*

Reading Record Sheet

MY THIRD BOOK:

*I started to read..... on the
It was written by and published
by in the year*

I STOPPED READING ON PAGE:

1st session:

2nd session:

3rd session:

4th session:

5th session:

6th session:

SUMMARY

WORDS I LOOKED UP

*I finished reading this book on the
It was awful/ boring/ nice/ interesting/ great.*

MY FOURTH BOOK:

*I started to read..... on the
It was written by and published
by in the year*

I STOPPED READING ON PAGE:

1st session:

2nd session:

3rd session:

4th session:

5th session:

6th session:

SUMMARY

WORDS I LOOKED UP

*I finished reading this book on the
It was awful/ boring/ nice/ interesting/ great.*

Reading Record Sheet

MY FIFTH BOOK:

*I started to read..... on the
It was written by and published
by in the year*

I STOPPED READING ON PAGE:

1st session:

2nd session:

3rd session:

4th session:

5th session:

6th session:

SUMMARY

WORDS I LOOKED UP

*I finished reading this book on the
It was awful/ boring/ nice/ interesting/ great.*

MY SIXTH BOOK:

*I started to read..... on the
It was written by and published
by in the year*

I STOPPED READING ON PAGE:

1st session:

2nd session:

3rd session:

4th session:

5th session:

6th session:

SUMMARY

WORDS I LOOKED UP

*I finished reading this book on the
It was awful/ boring/ nice/ interesting/ great.*

Reading Record Sheet

MY SEVENTH BOOK:

*I started to read..... on the
It was written by and published
by in the year*

I STOPPED READING ON PAGE:

1st session:

2nd session:

3rd session:

4th session:

5th session:

6th session:

SUMMARY

WORDS I LOOKED UP

*I finished reading this book on the
It was awful/ boring/ nice/ interesting/ great.*

MY EIGHTH BOOK:

*I started to read..... on the
It was written by and published
by in the year*

I STOPPED READING ON PAGE:

1st session:

2nd session:

3rd session:

4th session:

5th session:

6th session:

SUMMARY

WORDS I LOOKED UP

*I finished reading this book on the
It was awful/ boring/ nice/ interesting/ great.*

Book Review



Title	
Author	
Publisher and date	
Main characters	
Setting	
Plot. What happens in the story?	
My comments about the book	
Would you recommend the book? Why?	

Twenty words you have learnt reading the book			
ENGLISH	SPANISH	ENGLISH	SPANISH

STARTER UNIT

SCHOOL SUBJECTS - ASIGNATURAS

Spanish.....	español
English	inglés
French	francés
History	historia
Social sciences.....	sociales
Natural sciences.....	ciencias
Maths.....	matemáticas
P.E.....	Educación Física (E.F.)
Art & crafts	plástica
Technology	tecnología
Chemistry.....	química
Physics	física
Religión	religión
Ethics.....	ética

FOOD - COMIDA

apple	manzana
bacon	tocino
banana	plátano
beans	judías
beef	carne de ternera
biscuit	galleta
bread	pan
butter	mantequilla
cake.....	tarta
carrot.....	zanahoria
cheese	queso
chicken.....	carne de pollo
chips	patatas fritas
coffee	café
dairy products.....	productos lácteos
egg	huevo
fast food	comida rápida
fish.....	pescado
fizzy drinks	refrescos
French omelete.....	tortilla francesa
fruit.....	fruta
gravy.....	salsa
ham	jamón
ice cream	helado
jacket potatoes	patatas asadas
jam.....	mermelada
juice	zumos
lamb	carne de cordero
lettuce	lechuga
macarrón.....	macarrones
mayonnaise	mayonesa
meat	carne
milk	leche
nuts	frutos secos
orange	naranja
pasta.....	pasta
pork.....	carne de cerdo
potato/potatoes	patata/patatas
rice.....	arroz
salad	ensalada
sandwich/sandwiches	sandwich/sandwiches
spaghetti	espagueti

Spanish omelete	tortilla de patatas
strawberry/strawberries.....	fresa/fresas
sweets	caramelos/dulces
tea	té
toast	tostada
tuna.....	atún
vegetables	verdura

SPORTS

football.....	fútbol
basketball.....	baloncesto
handball	balonmano
baseball	beisbol
athletics.....	atletismo
judo	judo
cycling	ciclismo
climbing	escalada
skiing.....	esquí
swimming	natación



TIME - LA HORA

o'clock.....	en punto
quarter past	y cuarto
quarter to	menos cuarto
half past.....	y media
twenty past	y veinte
twenty to.....	menos veinte

TRANSPORT - TRANSPORTE

bike	bicicleta
boat	barco
bus	autobús
car.....	coche
coach	autocar
lorry.....	camión
moped	ciclomotor
motorbike	motocicleta
plane.....	avión
taxi.....	taxi
train.....	tren
tram.....	tranvía

FREE TIME ACTIVITIES - ACTIVIDADES DE TIEMPO LIBRE

chat online	chatear
do voluntary work	hacer actividades de voluntariado
do magic tricks.....	hacer trucos de magia
do some kind of sport	hacer deporte
draw cartoons	dibujar cómics

go to a disco	ir a la discoteca
go to the cinema	ir al cine
go to the gym	ir al gimnasio
go to a youth group	ir a un club juvenil
go out for a meal	salir a comer
go skydiving	hacer paracaidismo
go jogging	hacer footing
hang out with my friends	quedar con mis amigos
learn a language	aprender un idioma
listen to music	escuchar música
make models	hacer maquetas
play computer games	jugar al ordenador
play an instrument	tocar un instrumento
play tennis	jugar al tenis
practise fencing	practicar esgrima
relax	relajarse
running	correr
travel	viajar

WEATHER - EL TIEMPO

stormy	tormentoso
windy	con mucho viento
rainy	lluvioso
cloudy	nublado
sunny	soleado
cool	fresco
warm	cálido
hot	caluroso
cold	frío

ADJECTIVES - ADJETIVOS

adventurous	aventurero
cautious	cauto
confident	seguro de sí mismo
dishonest	deshonesto
energetic	enérgico
enthusiastic	entusiasta
friendly	simpático
funny	divertido
generous	generoso
helpful	servicial, amable
honest	honrado
lazy	perezoso
musical	musical
quiet	tranquilo
selfish	egoísta
serious	serio
shy	tímido
talkative	hablador
unsociable	insociable



PLACES - LUGARES

bridge	punto
building	edificio
castle	castillo
cathedral	catedral
cave	cueva
coastline	litoral
lighthouse	faro
natural places	lugares naturales
opera house	ópera
pyramid	pirámide
rainforest	selva tropical
reef	acantilado
ruin	ruina
temple	templo
tomb	tumba
tower	torre
World Heritage sites	lugares Patrimonio de la Humanidad



CLASSROOM LANGUAGE - LENGUAJE DE CLASE

I'm sorry. I don't understand.	Lo siento, no entiendo.
Excuse me. May I come in?	Perdone. ¿Puedo pasar?
May I go to the toilet, please?	¿Puedo ir al baño, por favor?
Can you repeat, please?	¿Puede repetir, por favor?
Open your book at page... ..	Abre tu libro en la página...
Have you finished?	¿Has terminado?
How do you say X in English?	¿Cómo se dice X en inglés?
How do you spell it?	¿Cómo se deletrea?
Can I borrow your dictionary?	¿Me prestas tu diccionario?
How do you pronounce ...?	¿Cómo se pronuncia?
What does X mean?	¿Qué significa X?

UNIT 1: CHANGING LIVES

LIFE-CHANGING EVENTS

become rich	hacerse rico/a
break up	separarse
change school	cambiar de instituto
drop out of university.....	abandonar la universidad
get divorced.....	divorciarse
get into trouble.....	meterse en líos
get married.....	casarse
go abroad	irse al extranjero
have an accident	tener un accidente
have children	tener niños/as
make new friends	hacer nuevos amigos
move house.....	mudarse de casa
retire	jubilarse
settle down.....	sentar la cabeza
start your own business	montar tu propio negocio
take a gap year	tomarse un año sabático
win an award.....	ganar un premio
go for a job interview	presentarse a una entrevista de trabajo

VERBS + PREPOSITIONS

agree about	estar de acuerdo (respecto a algo)
agree with	estar de acuerdo (con alguien)
argue about	discutir (por algo)
argue with	discutir (con alguien)
depend on	depender de
dream about	soñar con
listen to	escuchar
look forward to	desear
participate in	participar en
talk to	hablar con
wait for	esperar (a alguien)
worry about	preocuparse por

NOUNS

advice	consejo
award.....	premio
background	entorno
bombing.....	bombardeo
business	negocio
childhood	infancia
countryside	campo
evacuee	evacuado
host family	familia de acogida
journey.....	viaje (por tierra)
landline	(nº de) teléfono fijo
lifestyle	modo de vida
locations	exteriores
reference books	libros de consulta
vandalism	gamberrismo callejero

VERBS

draw	dibujar
embrace	adoptar
improve	mejorar

introduce (oneself) to ...	presentarse a (alguien)
learn	aprender
look forward to	desear
make friends	hacer amigos
manage.....	conseguir
meet	conocer
miss	echar de menos
order.....	ordenar
own	poseer
remember.....	recordar
spell	deletrear
steal	robar
take one's advice	seguir el consejo de alguien
think	pensar
used to	solía

ADJECTIVES

awful	horroroso
cool	"guay", "enrollado"
homesick	nostálgico
insecure	inseguro
life-changing	que cambia la vida
lonely	solitario
successful	de éxito
talented	con talento
unforgettable	inolvidable
unhappy	infeliz

OTHER WORDS / EXPRESSIONS

get into trouble	meterse en líos
none	ninguno
instead	en su lugar
instead of	en lugar de
in fact	de hecho,
thanks to	gracias a ...
through.....	durante
on the left/right	a la dcha. / izda.
in the middle	en el centro
at the top/ bottom.....	arriba/ abajo
in the background	detrás



UNIT 2: LITERATURE

LITERARY GENRES

adventure	novela de aventuras
autobiography	autobiografía
biography	biografía
comic	cómic
crime	novela negra
fantasy	fantasía
historical fiction	novela histórica
non-fiction	ensayo, autoayuda, guías...
play	obra de teatro
poetry	poesía
romantic novel	novela romántica
science fiction	ciencia ficción
short store	relato corto
thriller	suspense



COMPOUND NOUNS

audiobook	audiolibro
best-seller	libro éxito de ventas
book deal	acuerdo de publicación
bookshop	librería
computer program	programa de ordenador
graphic novel	novela gráfica
love Letter	carta de amor
popular press	prensa sensacionalista
postcard	tarjeta postal
public library	biblioteca pública
school holiday	vacaciones escolares
secondary school	instituto de secundaria
social life	vida social
text message	mensaje de texto

NOUNS

astronomer	astrónomo
character	personaje
colleague	colega (compañero de profesión)
The Earth	la tierra
earthquake	terremoto
emergency suit	traje de emergencia
fear	temor
Moon	la luna
plot	argumento
puppy	cachorro
racism	racismo
script	guión
sequel	secuela
setting	escenario
sexism	sexismo
space suit	traje espacial
spaceship	nave espacial
store	argumento
training	entrenamiento

transfer	traslado
treat	tratar
tremor	temblor
walk	paseo
warning	advertencia

VERBS

achieve	lograr, conseguir
balance	compensar, sopesar
bark	ladrar
crack	resquebrajarse
dare	atreverse
owe	deber (algo a alguien)
pick (sb) up	recoger
race	preciparse, correr (hacia)
reckon	creer
refuse	rechazar
rescue	rescatar
turn on	encender

ADJECTIVES

amazing	asombroso
awake	despierto
foggy	neblinoso
further	adicional, más
honest	sincero
several	varios
shattered	hecho añicos
tiny	diminuto

OTHER WORDS / EXPRESSIONS

currently	actualmente
frantically	frenéticamente
sadly	tristemente
suddenly	de repente



UNIT 3: THE WORLD AROUND US

SAVING ENVIRONMENTAL RESOURCES

carpooling compartir coche
 compost food waste hacer compost con
 residuos
 orgánicos
 install solar panels..... instalar paneles
 solares
 insulate windows.....aislar las ventanas
 mend old clothes.....remendar ropa vieja
 recycle packaging.....reciclar los embalajes
 ride a bike ir en bici
 save water ahorrar agua
 share car journeys compartir coche
 travel by public transport viajar en transporte
 público
 turn off lights..... apagar las luces
 use rechargeable batteries.....utilizar pilas
 recargables



PREFIXES

misinform informar mal
 misplace mal colocado
 misunderstand malinterpretar
 overcrowd.....con más gente de lo normal
 overeat comer más de la cuenta
 overpopulate superpoblar
 recycle reciclar
 reorganize..... reorganizar
 replace sustituir, reemplazar
 replan.....volver a reproducir
 undercook.....poco hecho/ crudo
 underestimate.....infravalorar
 underpay pagar por debajo de lo normal
 underuse poco usado

NOUNS

aim objetivo
 aluminium..... aluminio
 bottle botella
 carton.....paquete de cartón
 crop cosecha
 environment medio ambiente
 glass..... cristal
 heat calefacción
 item objeto
 landfill vertedero
 local council ayuntamiento

network red
 packaging embalaje
 rate tasa, porcentaje
 recycling depot punto limpio
 rubbish basura
 skill habilidad, destreza
 skyscraper rascacielos
 soap..... jabón
 tin lata
 toothpaste dentífrico
 waste residuo
 workshop..... taller

VERBS

encourage..... promover
 feed..... alimentar
 grow sth..... cultivar
 highlight..... destacar
 join.....unirse, apuntarse
 make a difference marcar la diferencia
 mend.....remendar
 prove probar, demostrar
 recycle reciclar
 replace sth with sustituir ... por ...
 repurpose buscar un nuevo fin para algo
 save ahorrar
 set up..... establecer
 spread difundir
 support apoyar, promover
 swap intercambiar
 throw sth out..... tirar algo

ADJECTIVES

available disponible
 aware (of).....consciente de
 environmentally friendly respetuoso con el medio
 ambiente
 fairtrade comercio justo
 free gratis
 huge enorme
 non-profit sin ánimo de lucro
 organic ecológico
 rubbish-free libre de residuos
 safe seguro
 unwanted no deseado

OTHER WORDS / EXPRESSIONS

I'd rather preferiría
 one step further un paso más

UNIT 4: FOLLOWERS OF FASHION

Clothes and Accessories

boots	botas
bracelet	pulsera
cap	gorra
coat	abrigo
dress	vestido
earrings	pendientes
fancy dress	disfraz
flip-flops	chanclas
gloves	guantes
high heels	zapatos de tacón
jacket	chaqueta
jeans	vaqueros
jewel/ jewellery	joya/joyas
jumper	jersey
kilt	falda escocesa
lace	encaje
leggings	mallas
necklace	collar
outfit	conjunto
sandals	sandalias
scarf	bufanda
shirt	camisa
shoes	zapatos
shorts	pantalones cortos
skirt	falda
slippers	zapatillas (de casa)
socks	calcetines
sunhat	sombrero (de sol)
sweater	sudadera
swimming costume	bañador (de mujer)
swimming-trunks	bañador (de hombre)
tie	corbata
track suit	chándal
trainers	zapatillas de deporte
trousers	pantalones
T-shirt	camiseta (manga corta)
Umbrella	paraguas
veil	velo
waterproof jacket	impermeable
wellington boots	botas de agua

Fashion adjectives

awful	horroroso
boring	aburrido
casual	informal
colourful	colorido
comfortable	cómodo
conventional	convencional
cool	genial
formal	formal
glamorous	con estilo
heelless	sin tacón
impractical	no práctico
loose	muy ancho, suelto
old-fashioned	anticuado
original	original
smart	elegante
sporty	deportivo
stunning	asombroso
tight	ajustado

tradicional	tradicional
trendy/fashionable	a la moda
ultimate	último, lo más novedoso
uncomfortable	incómodo
unusual	inusual, raro
vintage	de época, antiguo

Nouns

accountant	contable
brand	marca
daffodil	narciso
design	diseño
exhibition	exposición
fashion	moda
follower	seguidor
fur	piel (con pelo)
goldfish	peces de colores
grass	césped
heel	tacón
leather	piel, cuero
ponytail	cola (de pelo)
shamrock	trébol
siblings	mellizos
size	talla
sole	suela
thistle	cardo
upper	empeine



Phrasal verbs: clothes

get into	meterse en
give away	regalar
go with	ir bien, hacer juego
look for	buscar
pick out	escoger, seleccionar
pick up	recoger
put away	ordenar, guardar
put on	ponerse
take off	quitarse
throw away	deshacerse de, tirar a la basura
try on	probarse
wear out	deteriorarse con el uso

Verbs

be like	ser (de carácter)
be pleased with ..	estar satisfecho con
collect	coleccionar
give a lift	acercar a alguien a un sitio en coche
look	parecer
look great	estar muy guapo/a
look like	parecerse a
make a decision ..	tomar una decisión
melt	derretirse
own	poseer
suit	sentar bien
wear	llevar puesto/ vestir

Linkers

although	aunque
but	pero
unlike	al contrario que
whereas	mientras que
while	mientras

UNIT 5: WORK AND MONEY

The world of work

Allowance.....	paga, subsidio
application form	formulario de solicitud
apprenticeship	aprendizaje en prácticas
bank	banco
benefits	ventajas, beneficios
bonus	bono
boss	jefe
business	negocio/s
contract	contrato
duties.....	obligaciones, deberes
expenses	gastos
job advertisement.....	anuncio de trabajo
medical insurance	seguro médico
pay rise.....	subida de salario
pension.....	pensión
post	puesto
promotion.....	ascenso
requirement	requisito
retirement	jubilación
salary	salario
task	tarea
the downside	lo malo
the upside	lo bueno
training.....	formación
wage	salario
work experience	experiencia de trabajo
working conditions	condiciones de trabajo

A letter of application

application letter	carta de solicitud
Dear Sir/ Madam	Estimado Señor/ Señora
enclose	adjuntar en el sobre
CV	Curriculum Vitae
I am writing to	Escribo para
I look forward to hearing from you	Espero tener noticias tuyas.
Yours faithfully	Suyo atentamente

Nouns

aim.....	objetivo
ambassador	embajador
applicant.....	solicitante
baker	panadero/a
caretaker	guarda
coach	entrenador
coins	monedas
colleague	colega (de trabajo)
currency	moneda en curso
customer	cliente
discount	descuento
expert	experto
gold reserves	reservas de oro

guest.....	cliente de hotel
large companies	grandes compañías
leaflet	folleto, hoja informativa
notes.....	billetes
scheme	programa

Work verbs

advertise	anunciar, publicitar
apply for a job	solicitar un trabajo
attend an interview	asistir a una entrevista
be unemployed	estar desempleado
can't afford	no poderse permitir
claim expenses.....	solicitar el pago de los gastos
coach	entrenar, dirigir el entrenamiento
earn a salary	ganar un sueldo
fill in an application form..	rellenar un cuestionario de solicitud
get a job	conseguir un trabajo
get a pension	obtener una pensión
give a speech	dar un discurso
give speeches	dar discursos
have a full-time job	tener trabajo a jornada completa
have an interview	tener una entrevista
hold meetings	tener reuniones
issue	expedir, emitir
look forward to	estar deseando
lose a job	perder el trabajo
manufacture	fabricar
part-time job	trabajo de media jornada
retire	jubilarse
rob	robar (a alguien, al banco)
sign a contract	firmar un contrato
steal	robar (algo)
train to be	formarse para ser
work long hours	trabajar hasta tarde
work part-time	trabajar a media jornada

Adjectives

available	disponible
busy.....	atareado
financial.....	financiero
grateful	agradecido/a
hard-working	trabajador/a
luxurious	lujoso
responsible	responsable
successful.....	exitoso

Linkers

as well as	también, además de
In fact	de hecho



UNIT 6: CRIME DOESN'T PAY

Crimes and criminals

blackmailer	chantajista
drugs smuggling	tráfico de drogas
forgery	falsificador
kidnapper	secuestrador
kidnapping	secuestro
mugging	atracó
murder	asesinato
murderer	asesino
pickpocket	carterista
pickpocketing	robo de carteras
robber	ladrón
robbery	robo, atraco
shoplifter	ladrón de tiendas, ratero
smuggler	traficante
theft	robo, hurto
thief	ladrón
vandal	vándalo
vandalism	vandalismo

Nouns

behaviour	comportamiento
cash	dinero en efectivo
clues	pistas
court	tribunal
crime	delito
Customs officer	agente de aduanas
endangered species	especie en peligro de extinción
fingerprints	huellas dactilares
gang	banda criminal
headquarters	sede central
journey	viaje
law	ley
poison	veneno
police station	comisaría
proof	pruebas
punishment	castigo
purse	monedero
suitcase	maleta
taxes	impuestos
wallet	cartera

Crime verbs

arrest a suspect	arrestar a un sospechoso
be guilty	ser culpable
be innocent	ser inocente
be missing	estar desaparecido

be worth	valer
catch a thief	atrapar al ladrón
break into (a house) ...	entrar en (para robar)
commit a crime	cometer un delito
die (of)	morir (de)
do community service ..	hacer servicios comunitarios
get out of prison	salir de la cárcel
go on trial	ir a juicio
go to prison	ir a la cárcel
imprison	encarcelar
investigate a crime	investigar un delito
kill	matar
look for clues	buscar pistas
murder	asesinar
pay a fine	pagar una multa
prove	probar
question a suspect	interrogar a un sospechoso
release	soltar (un preso, un detenido)
report crimes	denunciar los delitos
rob	robar (a alguien, al banco u otro lugar)
run away	huir
search	investigar
solve a crime	resolver un delito
steal	robar (algo)
suspect someone	sospechar de alguien
witness	ser testigo



Adjectives

annoying	irritante
cruel	cruel
furious	furioso
illegal	ilegal
profitable	rentable
rare	escaso
suspicious	sospechoso
unpopular	impopular

Linkers

although	aunque
as well as	también, además de
in fact	De hecho

Idioms

It's none of my business ...	No es de mi incumbencia.
I've got no idea	No tengo ni idea.
You are joking!	¡Bromeas!
Get out of my way!	¡Quitate/os de mi camino!



UNIT 7: SPORTING GREATS

SPORTING VERBS

break a record.....	batir un récord
coach	entrenar
compete	competir
draw	empatar
get a medal	conseguir una medalla
hold (an event).....	celebrar (un acto)
lose.....	perder
score a goal.....	marcar un gol
set a record.....	establecer un récord
slow down.....	reducir la velocidad
support a team.....	ser (hincha) de un equipo
take up (a sport)	empezar en un deporte
televise	televisar
win	ganar

CONFUSING VERBS

beat	derrotar, vencer
expect	anticipar, esperar
hope.....	esperar, tener esperanza
last	durar
play	jugar
practise.....	practicar
remember	acordarse de
remind.....	recordarle algo a otra persona
spend	gastar (tiempo, dinero)
teach.....	enseñar
train.....	entrenar
waste	desperdiciar
win	ganar

SPORTS

athletics.....	atletismo
baseball	béisbol
golf	golf
heptathlon	heptatlón
horse race.....	carrera de caballos
long jump	salto de longitud
pentathlon	pentatlón
rugby.....	rugby
skateboarding	ir en monopatín
squash	squash
steeplechase.....	carrera de vallas (caballos)
tennis	tenis
triathlon.....	triatlón

OTHER VOCABULARY

verbs

afford	permitirse
allow	permitir
drop	caerse, bajar
delay	retrasar
fell off	caerse
injure	hacerse daño
manage	arreglárselas
nickname.....	apodrar

scream	gritar
turn off	apagar

scream ≠ shout

adjectives

amazing.....	asombroso
retired	jubilado, retirado
skilful	hábil
whole.....	entero, total

nouns

all-rounder	polifacético
anthem.....	himno
Champions League	Liga de Campeones
championship	campeonato
contender	aspirante
cork.....	corcho
event	acontecimiento
extra time	prórroga
fence	valla
flag	bandera
Golden Boot.....	el Balón de Oro
Hit	éxito
Illness	enfermedad
Leather	cuero
Luggage	equipaje
memory	recuerdo
monk	monje
motto	lema
owner	propietario
penalty shoot-out	tanda de penaltis
race	carrera
rider	jinete
skill	destreza
steeple.....	torre, campanario, aguja
Tour de France	Tour de Francia
tournament	torneo
wedding.....	boda
winning goal	el gol de la victoria
word.....	madera
World Cup	Copa del Mundo
Yard	yarda (0,9144 metros)

Illness=disease

race ≠ degree ≠ career



GIVING AND RESPONDING TO ADVICE

you should/shouldn't	(no) deberías
that's a great idea, but... ..	es una gran idea, pero...
why don't you	¿por qué no...?
you must be joking.....	debes estar bromeando
if I were you, I'd	si fuese tú, yo...
no, that's no good	no, eso no está bien

EXPRESSIONS

it is X metres long.....	tiene X metros
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UNIT 8: VIRTUAL WORLD

DEVELOPING A PRODUCT

analyze the results	analizar los resultados
design a prototype.....	diseñar un prototipo
develop a concept	desarrollar una idea
develop the product.....	desarrollar el producto
do market research.....	hacer estudios de mercado
give a demonstration.....	hacer una demostración
improve the design	mejorar el diseño
invent characters	inventar los personajes
manufacture a product	fabricar un producto
research an idea	desarrollar una idea
solve any problems	resolver problemas
test out the product.....	probar el producto

REPORTING VERBS

announce.....	anunciar, comunicar
admit	admitir
agree.....	estar de acuerdo
complain	quejarse
explain.....	explicar
invite.....	invitar
offer	ofrecer
promise	prometer
refuse	rechazar
suggest	sugerir
tell	contar
warn	advertir, avisar

OTHER VOCABULARY

verbs

allow	permitir
ban	prohibir
be able to	ser capaz de
collapse	hundirse, derrumbarse
improve.....	mejorar
make sth easier	facilitar
prevent	impedir, evitar
put out.....	apagar
refine	perfeccionar
release.....	lanzar
stop+ing	dejar de
store	almacenar

adjectives

available	disponible
cluttered	abarrotado
locked	bloqueado

nouns

blood.....	sangre
breakthrough	descubrimiento
challenge.....	desafío
childhood.....	niñez
chores.....	tareas de casa
developer	desarrollador/a
exhibition	exposición
infrared lights	luces infrarrojas

injury	herida
laughter	risa
maze	laberinto, dilema
mould.....	moho
poisoning.....	envenenamiento
relatives.....	familiares
step	paso
task	tarea
venture	aventura, empresa
wartime	tiempo de guerra
wound	herida

chores=housework

adverbs

once	una vez (que)
suddenly	de repente

linkers

on the one hand	por un lado
on the other hand	por otro
however	sin embargo
lastly.....	por último

AGREEING AND DISAGREEING

I totally agree	Estoy completamente de acuerdo
You're absolutely right.	Tienes toda la razón
I suppose so.....	Supongo
I'm not sure	No estoy seguro
I'm sorry but I don't agree....	Lo siento, pero no estoy de acuerdo
I don't agree at all	No estoy para nada de acuerdo

EXPRESSIONS

Guess what?	¿Sabes qué?
How's things?.....	¿Qué tal?
Sounds like.....	Suena como si...



UNIT 9: COMMUNICATE

THE WRITTEN WORD

advert.....	anuncio
article	artículo
blog	blog
cartoon	dibujo
dictionary entry	entrada en el diccionario
headline	titular
instruction manual.....	manual de instrucciones
label	etiqueta
quote	cita
receipt.....	receta (médica)
recipe.....	receta (de comida)
review	crítica
travel guide.....	guía de viajes
tweet	tuit
poem.....	poema

ADJECTIVES WITH -ABLE AND -IBLE

visible.....	visible
acceptable	aceptable
adaptable	adaptable
bearable.....	soportable
dependable	dependiente
reasonable	razonable
responsible.....	responsable
irresponsible	irresponsable
unacceptable	inaceptable
unadaptable	inadaptable
unbearable.....	insoportable
undependable	que no es de fiar
unreasonable	inaceptable

OTHER VOCABULARY

verbs

arrange	colocar, ordenar
chill	enfriar
come along	recuperarse, aparecer
depend on.....	depender de
dream up.....	fantasear
fold.....	doblar
last	durar
look at.....	mirar a
post	publicar
process	tratar, controlar
release.....	poner en libertad
rely on.....	confiar en
season	aliñar, condimentar
taste	probar

adjectives

amazed	sorprendido
amazing	sorprendente
chopped	picado, troceado
pleased	encantado
smooth.....	suave / soso
tiny.....	pequeño, diminuto
unused.....	sin usar, no acostumbrado

nouns

arrangement.....	arreglo, acuerdo
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belief	creencia
broadcasting company	industria de la comunicación
cartoon	viñeta
cartoonist	dibujante
characters	personajes
chat room.....	sala de chat
comic strip.....	tira cómica
development	desarrollo
envelope	sobre
food processor	procesador de alimentos
gadget	artilugio
gap year	año sabático
IT specialist.....	especialista en informática
jewellery.....	joyería
paprika	pimentón
penny.....	penique
postage.....	franqueo
radio broadcast	emisión de radio
radio transmitter	radiotransmisor
radio wave	onda electromagnética
sender	remitente
smoked salmon.....	salmon ahumado
social networking website	redes sociales
sort.....	clase
speech.....	discurso
stamp.....	sello, sellar
starring role	papel protagonista
survey	encuesta
tbsp (tablespoonful)	cucharada
tsp (teaspoonful)	cucharadita
thyme.....	tomillo
voicemail.....	buzón de voz
weight	peso
yellow sticky note	posit

adverbs

currently	actualmente
overnight.....	durante / por la noche

linkers

whereas	mientras que
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prepositions

on my blog.....	en mi blog
on the internet.....	en internet
on the radio	en la radio
on the TV	en televisión
in a magazine	en una revista
in the newspaper	en el periódico

SHOWING INTEREST AND SYMPATHIZING

Congratulations!

That's great/wonderful/fantastic news!

I'm really pleased/happy/delighted for you.

How terrible/awful..... ¡Qué mal!

I'm sorry to hear that..... Siento oír que...

EXPRESSIONS

all this while	todo este tiempo
face to face	cara a cara





Oral exam preparation: UNIT 1 "CHANGING LIVES"

Discussion Questions 1. What event has changed your life most? 2. How often do you go dancing/have a siesta...? 3. What time do you usually go to sleep? 4. Do you ever go cycling? 5. Do you usually have a good time with your friends? 6. Did people use to write letters 20 years ago? 7. Did people use the Internet 20 years ago? 8. What sort of films did you use to watch when you were a child? 9. Where did you use to go on holiday when you were a child? 10. What has changed in your life during the past five years? 11. What did you do yesterday? 12. Who called you last night? 13. Who did you speak to yesterday? 14. Choose one of the photos below to describe it.	Model Answers 1. The event that has changed my life most is... 2. I usually/ often/ never...go dancing/have a siesta... 3. I usually go to sleep at.... 4. Yes, I usually go cycling/ No, I never go... 5. Yes, I do. I always have a good time with my friends because.... 6. Yes, people used to write letters because they didn't have computers. 7. No, they didn't because it didn't exist. 8. When I was a child I used to watch cartoons/comedies... but now I like.... 9. I used to go to my grandparents' house but now I don't. I usually go to... 10. Five years ago I used to watch cartoons but now I watch sitcoms... 11. Yesterday I went/ played/ met... 12. Carlos called me last night. He told me that... 13. I spoke to Carlos yesterday. 14. This is a photo of... and...
Useful vocabulary Life-changing events: change school / take a gap year / retire / start your own business / win an award / go for a job interview / move house / have an accident / make new friends / drop out of university / settle down / get into trouble / become rich / go abroad. Verb + preposition: worry about / depend on / agree about / listen to / argue about / talk to / wait for / argue with / participate in / look forward to / dream about / agree with.	Describing a photo On the left / right... In the middle... At the top / bottom... There is / are... S/he looks happy / sad / funny / bored. S/he looks like Matt Damon / a serious person. S/he is wearing make-up / a ring / earrings / glasses / a bracelet / sunglasses... (with things you put on and take off) S/he has got a tattoo / dyed hair / piercing (with items you don't put on or take off) S/he is carrying an umbrella / a bag / a suitcase (with things that we hold in our arms or hands) <u>Do not forget to include the following information:</u> How many people are there? Who are they? How old are they? Who is with them? What do they look like? What are they wearing? What are they feeling? Where are they? What does the place look like?
Other expressions Helping you to explain ideas: What is more, ... / Actually, ... / In fact... / As a matter of fact, ... Opinion I think, ... / In my opinion, ... / I reckon... / I'd say.../ If you ask me, ... / I mean... / What I mean... / My point is... / I find it really interesting.../ The truth is that... Gaining time to think It's on the tip of my tongue... / Let me think... / That's an interesting question... / How shall I put it? / What's the word for it? / It's difficult to say... Expressing 'for' and 'against' views The good/bad thing(s) is/are... One advantage/disadvantage is... / On the other hand... Alternatives to Yes/No No doubt / Sure / Definitely / Absolutely / Of course / Not at all / Of course not / No way / Certainly not / No way / It's not my thing	Essential classroom language I'm sorry, I don't understand. Sorry, I'm not sure what you mean. Can you repeat please? Can you speak more slowly, please? Can you spell that word for me, please? Let me think... That's a difficult question... I'm not sure about this question... Sorry, I don't know...



Oral exam preparation: UNIT 2

"LITERATURE"

Discussion Questions 1. What was the last book you read? Talk about it. 2. What is your favourite literary genre? 3. Do you prefer books or films? Why? 4. What do you think about romantic novels/crime stories/historical fiction...? 5. Don't you agree that crime stories are really interesting/boring/fantastic...? 6. Do you prefer to buy books or to borrow them from a public library? 7. What were you doing at 6.30 this morning? 8. What did you do last Saturday night? 9. What were you doing last Saturday night? 10. What were you doing before you started this exam? 11. Choose one of the photos below to describe it. 12. Prepare a dialogue between you and a friend about books. Act out a conversation.	Model Answers 1. It was a science fiction book about ... It was written by... and published in... 2. My favourite literary genre is poetry because.. 3. I prefer.. because../I think ...are better because... 4. I think.../ In my opinion.../To be honest.../If you ask me... 5. I reckon they are.../I prefer.../If you ask me, they are... 6. I personally prefer... 7. At 6.30 this morning I was sleeping/ studying/... 8. Last Saturday night I went to the cinema/ met friends... 9. Last Saturday night I was... 10. Before I started this exam I was... 11. This is a photo of... and... 12. What do you think of...? Don't you agree that...? To be honest, I think... If you ask me... I reckon... In my opinion... I prefer ... to...
Useful vocabulary Literature genres: play / adventure / romantic novel / biography / science fiction / fantasy / thriller / non-fiction / poetry / comic / autobiography / crime / short story / historical fiction. Earthquake / moon / observatory / space suit / astronomer. Adjectives: Brilliant / fantastic / exciting / terrifying / amazing. Compound nouns: school holiday / best-seller / popular press / book deal / secondary school / postcard / computer program / public library / graphic novel / bookshop / love letter / text message / social life / audiobook. Time expressions with the past perfect: By the time / after / before / already / By then.	Asking for and giving opinion What do you think of...? Don't you agree that...? To be honest, I think... If you ask me,... I reckon... In my opinion.... I prefer...to... Describing books It was written by... It was published in... It is set in... The book tells the story of... The main characters are... The story starts when... In conclusion... I liked it because... If you like...then you will love it Describing photos (see UNIT 1)
Other expressions Helping you to explain ideas: What is more, ... / Actually, ... / In fact... / As a matter of fact, ... Opinion I think, ... / In my opinion, ... / I reckon... / I'd say.../ If you ask me, ... / I mean... / What I mean... / My point is... / I find it really interesting.../ The truth is that... Gaining time to think It's on the tip of my tongue... / Let me think... / That's an interesting question... / How shall I put it? / What's the word for it? / It's difficult to say... Expressing 'for' and 'against' views The good/bad thing(s) is/are... One advantage/disadvantage is... / On the other hand... Alternatives to Yes/No No doubt / Sure / Definitely / Absolutely / Of course / Not at all / Of course not / No way / Certainly not / No way / It's not my thing	Essential classroom language I'm sorry, I don't understand. Sorry, I'm not sure what you mean. Can you repeat please? Can you speak more slowly, please? Can you spell that word for me, please? Let me think... That's a difficult question... I'm not sure about this question... Sorry, I don't know...



Oral exam preparation: UNIT 3

"THE WORLD AROUND US"

Discussion Questions	Model Answers
- What is the most important way of saving resources, in your opinion? - How long have you been at this school? - How long have you known your best friend? - Would you participate in Buy Nothing Day? - Do you think shopping is always bad for the environment? - Think about ways of helping the environment. - Do you ever replay songs again and again? - Have you seen the new ... film yet? - Why do people produce more rubbish now? - Have you ever recycled at home? - How long have you known about recycling? - Choose one of the photos below to describe it. - Think about different ways of helping the environment. Prepare a dialogue between you and a friend. How will you prioritize them? Act out a conversation.	- I think insulating windows/...is the most important way of saving resources. - I have been at this school for 3 years/ since 2010. - I have known him/her for.../since... - I definitely.../ I don't think I... - Yes I do, because.../ No, I don't, because... - I think we should recycle / save water/... - Yes, I do. My favourite one is... - No, I haven't seen it yet. / Yes, I have already seen it. - I think the reason is... - Yes, I have. We always recycle paper and batteries/ No, I have never recycled but - Well, I have known about it since / for... - This is a photo of... and... - For me the most important thing is... / I think ... is more important than... / I think ... is as important as... / I'd rather use ... less than ...
Useful vocabulary Saving environmental resources: install solar panels / share car journeys / recycle packaging / ride a bike / save water / turn off lights / compost food waste / use rechargeable batteries / insulate windows / travel by public transport / mend old clothes. Prove / local council / soap / swap / greener. Prefixes: re-, mis-, over-, under-: reorganize / underpay / overcrowd / misplace / recycle / overeat / misunderstand / underestimate / misinform / undercook / underuse / replace / overpopulate / replay.	Time expressions with the present perfect Yet / already / still / just / for / since / ever / never Linkers of addition and result What's more / furthermore / consequently / as a result. Describing photos (see UNIT 1)
Other expressions Helping you to explain ideas: What is more, ... / Actually, ... / In fact... / As a matter of fact, ... Opinion I think, ... / In my opinion, ... / I reckon... / I'd say.../ If you ask me, ... / I mean... / What I mean... / My point is... / I find it really interesting.../ The truth is that... Gaining time to think It's on the tip of my tongue... / Let me think... / That's an interesting question... / How shall I put it? / What's the word for it? / It's difficult to say... Expressing 'for' and 'against' views The good/bad thing(s) is/are... One advantage/disadvantage is... / On the other hand... Alternatives to Yes/No No doubt / Sure / Definitely / Absolutely / Of course / Not at all / Of course not / No way / Certainly not / No way / It's not my thing	Essential classroom language I'm sorry, I don't understand. Sorry, I'm not sure what you mean. Can you repeat please? Can you speak more slowly, please? Can you spell that word for me, please? Let me think... That's a difficult question... I'm not sure about this question... Sorry, I don't know...



Oral exam preparation: UNIT 4 “FOLLOWERS OF FASHION”

Discussion questions 1. What sort of shoes do you like? 2. Do you have a favourite type of shoe? 3. How many pairs of shoes do you have? 4. What is a food that you really do not like? 5. What is the name of a person who makes you laugh? 6. Have you bought anything for your sister's birthday? 7. Have you seen my keys anywhere? 8. Do you think this jacket suits me? 9. Where did you buy that shirt? 10. What are you going to wear to the party? 11. Where do you think you will live when you are older? 12. What are you going to do when you leave school? 13. Where might you go on holiday next year? 14. What are you planning for the weekend? 15. How is your friend different to you? 16. What does your friend look like?	Model answers 1. I like... / I prefer ... shoes, and I also like ... 2. My favourite type of shoe is... / would be... 3. I have ... / I have got... [...] pairs of shoes. 4. The food that I really do not like is ... 5. A person who makes me laugh is a friend. 6. No, I haven't, but I will buy something this evening. 7. No, I'm sorry. They are nowhere in this room. 8. Yes, it really suits you. / No, it doesn't suit you at all. 9. I bought it in a small shop at the shopping centre. 10. I think I am going to choose my ... 11. I believe... / I think... I will live in... 12. I don't know for sure, but I think... / I'm definitely going to... 13. We might go to... / We are thinking about... 14. We are organising something special. It's ... 15. She is ... whereas I am... 16. He is ..., and he has got ... eyes and ... hair.
Useful vocabulary Relative pronouns: that, who, which, when, where, whose. Compounds: something, anything, nothing, somewhere, anywhere, nowhere, someone, anyone, no one. Verbs related to clothes: give away, take off, pick out, pick up, put away, put on, throw away, try on, wear out, get into, go with, look for.	Useful adjectives Style adjectives: trendy, casual, fashionable, sporty, impractical, colourful, old-fashioned, conventional, formal, glamorous, comfortable, loose, tight. Physical appearance: tall, short, slim, chubby, well-built, muscular, strong, weak, (hair): curly, short, straight, wavy, spiky, blonde, black, brown, etc. Personality: kind / rude, funny / grumpy, clever / slow, creative, cool / dull, adventurous, honest / dishonest, etc. Colours
Other expressions Helping you to explain ideas: What is more, ... Actually, ... / In fact... As a matter of fact, ... Opinion I think, ... / In my opinion, ... / I reckon... / I'd say... / If you ask me, ... / I mean... / What I mean... / My point is... / I find it really interesting... / The truth is that... Gaining time to think It's on the tip of my tongue... / Let me think... / That's an interesting question... / How shall I put it? / What's the word for it? / It's difficult to say... Expressing 'for' and 'against' views The good/bad thing(s) is/are... One advantage/disadvantage is... On the other hand... Alternatives to Yes/No No doubt / Sure / Definitely / Absolutely / Of course Not at all / Of course not / No way / Certainly not / No way / It's not my thing	Essential classroom language I'm sorry, I don't understand. Sorry, I'm not sure what you mean. Can you repeat please? Can you speak more slowly, please? Can you spell that word for me, please? Let me think... That's a difficult question... I'm not sure about this question... Sorry, I don't know...



Oral exam preparation: UNIT 5

"WORK AND MONEY"

Discussion questions 1. How much pocket money have you got right now? 2. Do you get an allowance? 3. What do you spend your salary on? 4. How much money do you normally spend in a month? 5. What would you like to do for a living in the future? 6. What do you think is the best job in the world? 7. Who will you see if you go out this weekend? 8. What would you do if you had one million euros? 9. Do you have a part-time job? What do you like / dislike about it? 10. What part-time job would you like to do? 11. What can you learn from an apprenticeship? 12. What do you want to do when you leave school? 13. What steps do you follow to apply for a job? 14. What kind of information do you need to include in an application letter?	Model answers 1. I have got ... euros and ... cents right now. 2. Yes, I do. It's ... / No, I don't get allowance. 3. I usually spend my money on... 4. Normally, I spend around... euros. 5. I would like / love to ... as a job. 6. In my opinion, the best job in the world is... 7. I will see my friend ..., if I go out this weekend. 8. If I had one million euros I would... 9. No, I don't. / Yes, I do. I like... / I dislike... 10. I would like to... as a part-time job. 11. I believe / I think... I can learn..., and I can afford... 12. When I leave school I have got plans to... 13. First I need to decide ..., then I have to contact... and fill in an application form or send a letter. 14. I need to include personal data such as:...
Useful vocabulary Job jargon: apprenticeship, salary, pay rise, bonus, application form, job advertisement, contract, conditions, benefits, promotion, expenses, allowance, pension, work experience. Work verbs: be unemployed, have a full-time job, have an interview, claim expenses, earn a salary, fill in an application form, get a job, get a pension, lose a job, work part-time, apply for a job, sign a contract. Money: euro, pound sterling, dollar, cents, pennies, interest, mortgage, savings, inheritance, withdrawal, deposit	Useful adjectives Money: cheap, expensive, affordable, rich, poor, loaded, financial, part-time, full-time. Adverbials related to money: cash, by cheque, by credit card To talk about jobs: boring/interesting, safe/dangerous, well-paid/badly paid, absorbing, motivating, stressful, monotonous, rewarding, exciting...
Other expressions Helping you to explain ideas: What is more, ... Actually, ... / In fact... As a matter of fact, ... Opinion I think, ... / In my opinion, ... / I reckon... / I'd say... / If you ask me, ... / I mean... / What I mean... / My point is... / I find it really interesting... / The truth is that... Gaining time to think It's on the tip of my tongue... / Let me think... / That's an interesting question... / How shall I put it? / What's the word for it? / It's difficult to say... Expressing 'for' and 'against' views The good/bad thing(s) is/are... One advantage/disadvantage is... On the other hand... Alternatives to Yes/No No doubt / Sure / Definitely / Absolutely / Of course Not at all / Of course not / No way / Certainly not / No way / It's not my thing	Essential classroom language I'm sorry, I don't understand. Sorry, I'm not sure what you mean. Can you repeat please? Can you speak more slowly, please? Can you spell that word for me, please? Let me think... That's a difficult question... I'm not sure about this question... Sorry, I don't know...



Oral exam preparation: UNIT 6

"CRIME DOESN'T PAY"

Discussion questions 1. Have you ever seen someone commit a crime? 2. Which crimes do you think should not be considered crimes? 3. Do you know any police agent? What is his/her job like? 4. Have you heard about any crime in the news recently? 5. What would you do if you suffered a robbery? 6. Which crimes are a problem where you live? 7. Would you have done anything different in your life if you had been born in a very rich family? 8. Do you think this year might be difficult for you? 9. Think about a friend of yours who is not present right now. What must he / she be doing now? 10. How many hamburgers in a row could you eat? 11. What is the last narrative you have read? What was it about? 12. Which is your favourite kind of narrative?	Model answers 1. Yes, I have. I saw a man (-ing)... / No, I haven't. 2. As I see it, ... should not be considered a crime. 3. Yes, I do. His/her job is tense sometimes because... 4. Yes, I have. It was a ... It happened yesterday. 5. If I suffered a robbery, I would feel terrified / get angry 6. ... is a real problem in my town. 7. No, I believe I would have been the same person. 8. Yes, I do, because it might be ... / No, I don't. I'm confident it might be great. 9. At this time, he must be (-ing) / he can't be (-ing) 10. I think I could eat ... hamburgers in a row. 11. The last narrative I have read is a short novel called... It was the story of... 12. My favourite kind of narrative is detective stories.
Useful vocabulary Crime verbs: go on trial, do community service, pay a fine, arrest a suspect, suspect someone, solve a crime, catch a thief, be innocent, be guilty, investigate a crime, question a suspect, look for clues, commit a crime, go to prison. Deduction and possibility: must, might, may, could, can't. Crimes and criminals: kidnapper, robber, pickpocket, thief, pickpocketing, murder, theft, kidnapping, robbery, vandal, murderer, vandalism, blackmail, drug trafficking, terrorism, forgery, drunken driving.	Useful adjectives About crime: legal, illegal, dangerous, hazardous, careful, guilty, innocent, released, imprisoned, sentenced, proven.
Other expressions Helping you to explain ideas: What is more, ... Actually, ... / In fact... As a matter of fact, ... Opinion I think, ... / In my opinion, ... / I reckon... / I'd say... / If you ask me, ... / I mean... / What I mean... / My point is... / I find it really interesting... / The truth is that... Gaining time to think It's on the tip of my tongue... / Let me think... / That's an interesting question... / How shall I put it? / What's the word for it? / It's difficult to say... Expressing 'for' and 'against' views The good/bad thing(s) is/are... One advantage/disadvantage is... On the other hand... Alternatives to Yes/No No doubt / Sure / Definitely / Absolutely / Of course Not at all / Of course not / No way / Certainly not / No way / It's not my thing	Essential classroom language I'm sorry, I don't understand. Sorry, I'm not sure what you mean. Can you repeat please? Can you speak more slowly, please? Can you spell that word for me, please? Let me think... That's a difficult question... I'm not sure about this question... Sorry, I don't know...



Oral exam preparation: UNIT 7

"SPORTING GREATS"

Discussion Questions	Model Answers
1. What sport would you like to take up? Why? 2. What has been your favourite sporting event? Why? 3. Who do you think is the greatest sportsperson? Why? 4. Do you know any unusual sports? Explain. 5. Which sports do you watch? 6. Which sports do you play? 7. Do you like Olympic Games? Explain. 8. Do you ever waste time? Explain. 9. Your friend wants to lose weight / win a race / become a footballer. Give him/her advice about what to do. 10. You are talking to a friend about the advantages and disadvantages of taking up rugby/football/ swimming/cycling... Act out a conversation. 11. Choose one of the photos below to describe it.	1. I'd like to take up tennis because ... 2. My favourite sporting event is ... because it's 3. Well, it's difficult to say, but I'd say... is the greatest sportsperson because... 4. Mmm, let me think... I don't really know... / Yes, of course / Sure... I know... 5. Well, I usually watch... and ... Moreover, I watch... from time to time. 6. Well, I often play... and ... Furthermore, I watch... from time to time. 7. Absolutely / Not at all. I find them boring / interesting / amusing / exciting... What is more... 8. Well... from time to time / every now and then, never... Because... 9. If I were him/her, I'd... / In my opinion, s/he should(n't)... What's more... / What I mean... 10. You should/shouldn't / That's a great idea, but... / Why don't you...? / You must be joking. / If I were you, I'd... / No, that's no good. 11. This is a photo of... and...
Useful vocabulary <u>Sporting verbs</u>: draw, break a record, get a medal, hold (an event), lose, score a goal, set a record, support a team, take up (a sport), televise, coach, win. <u>Confusing verbs</u>: teach / train, expect / hope / wait, play / practise, remember / remind, waste / spend, win / beat. <u>Famous sporting events</u>: athletics finals; Football World Cup; Wimbledon final; Olympic Games; Grand National. <u>Sports</u>: tennis, athletics, football, basketball, rugby, water polo; baseball; swimming; cycling; karate; horse racing; cricket.	Useful expressions <u>Other expressions</u>: I (don't) think it will be won by ... You should / shouldn't... If I were you, I'd If I were in your shoes / boots... No, that's no good. That's a great idea! Thanks, David <u>Describing photos</u> (see UNIT 1)
Other expressions Helping you to explain ideas: What is more, ... / Actually, ... / In fact... / As a matter of fact, ... Opinion I think, ... / In my opinion, ... / I reckon... / I'd say... / If you ask me, ... / I mean... / What I mean... / My point is... / I find it really interesting... / The truth is that... Gaining time to think It's on the tip of my tongue... / Let me think... / That's an interesting question... / How shall I put it? / What's the word for it? / It's difficult to say... Expressing 'for' and 'against' views The good/bad thing(s) is/are... One advantage/disadvantage is... / On the other hand... Alternatives to Yes/No No doubt / Sure / Definitely / Absolutely / Of course / Not at all / Of course not / No way / Certainly not / No way / It's not my thing	Essential classroom language I'm sorry, I don't understand. Sorry, I'm not sure what you mean. Can you repeat please? Can you speak more slowly, please? Can you spell that word for me, please? Let me think... That's a difficult question... I'm not sure about this question... Sorry, I don't know...



Oral exam preparation: UNIT 8

"VIRTUAL WORLD"

Discussion Questions 1. What do you think is the most important step in developing a computer game? 2. What should a personal robot do? 3. What do you think has been the most interesting invention? 4. What do you always complain about? Why? 5. Talk about the advantages and disadvantages of using robots / internet 6. Imagine you have to design a product, which one would it be? Explain. 7. Which modern invention could you not live without? Explain your choice. 8. Has technology had any impact on education? In what way? 9. What would you like to see invented in the future? Explain why. 10. You are talking to a friend about an exhibition. You must agree and disagree with him/her. Act out a conversation. 11. Choose one of the photos below to describe it.	Model Answers 1. It's difficult to say but in my opinion, it's developing the concept, because... 2. That's an interesting question. I'm not sure... but I believe it should... 3. I thought the washing-machine was, because... / Computers are one of the most important inventions ever... because... 4. I always complain about ... because it's... 5. On the one hand, on the other hand / However / One advantage is..., another advantage is..., lastly... / Firstly,... Secondly,... Finally... 6. I would design... because... 7. It's difficult to say because they are a lot, but I would say the... because... 8. Sure / Not at all. The truth is that technology... 9. Well, I'm not sure but maybe... 10. I totally agree / You're absolutely right / I suppose so / I'm not sure / I'm sorry, but I don't agree / I don't agree at all 11. This is a photo of... and...
Useful vocabulary <u>Developing products</u>: design a prototype; give a demonstrations; improve the design; research an idea; solve any problems; do market research; test out the product; develop the product; develop a concept; manufacture a product; analyze the results; invent characters. <u>Linkers of contrast and sequencing</u>: On the one hand, ... on the other hand... One ... Another ... Firstly, ... Secondly, ... Finally, ...	Useful verbs and expressions <u>Reporting verbs</u>: suggest; announce; promise; warn; agree; refuse; admit; invite; offer; tell; complain; explain. <u>Electric devices and modern inventions</u>: Videogame, computer, laptop, console, mobile phone, smartphone, app, washing-machine, dish-washer, iron, fridge, radio, television, internet, electricity, antibiotics... <u>Describing photos</u> (see UNIT 1)
Other expressions Helping you to explain ideas: What is more, ... / Actually, ... / In fact... / As a matter of fact, ... Opinion I think, ... / In my opinion, ... / I reckon... / I'd say... / If you ask me, ... / I mean... / What I mean... / My point is... / I find it really interesting... / The truth is that... Gaining time to think It's on the tip of my tongue... / Let me think... / That's an interesting question... / How shall I put it? / What's the word for it? / It's difficult to say... Expressing 'for' and 'against' views The good/bad thing(s) is/are... One advantage/disadvantage is... / On the other hand... Alternatives to Yes/No No doubt / Sure / Definitely / Absolutely / Of course / Not at all / Of course not / No way / Certainly not / No way / It's not my thing	Essential classroom language I'm sorry, I don't understand. Sorry, I'm not sure what you mean. Can you repeat please? Can you speak more slowly, please? Can you spell that word for me, please? Let me think... That's a difficult question... I'm not sure about this question... Sorry, I don't know...



Oral exam preparation: UNIT 9

"COMMUNICATE"

Discussion Questions - How often do you read travel guides? - Do you ever read articles in a newspaper? - Do you write blog posts? If so, how often? - Do you ever send tweets? Do you like it? Explain. - Do you prefer Facebook or Twitter? - Have you ever made a podcast? Explain. - Do you prefer writing letters or writing e-mails. Explain why. - Advantages and disadvantages of e-readers. - Do you prefer printed books or e-books? Explain. - Do you use whatsapp? Do you like it? Explain why. - Do you prefer printed or digital newspapers? Why? - Would you like to write a book? Why or why not? - You are talking to a friend about news. You must show interest and sympathize. Act out a conversation. - Choose one of the photos below to describe it.	Model Answers - I hardly ever/ often / sometimes... read travel guides. - Yes, I do / No, I don't. I find it boring / interesting / useful... - Yes, I do / No, I don't. I find it ... I do it once a week / from time to time / everyday... - Sure! / Never! In my opinion it is ... I (don't) like it at all / very much. - This is an interesting question. I think I prefer ... because... - Yes, I have / No, I haven't. I feel they are... - I prefer ... because... - In my opinion, X are great / useless / useful... On the one hand... on the other hand... - I certainly prefer X. Firstly... Secondly... Thirdly... Finally... - I never / sometimes / often... use it. I love / like / dislike / hate it because... - I prefer X because... On the one hand... on the other hand... - Sure / Absolutely / No doubt / Of course (not)... because... - Congratulations! / That's great / wonderful / fantastic news! / I'm really pleased / happy / delighted for you. / Oh no! / How terrible / awful. / I'm sorry to hear that. - This is a photo of... and...
Useful vocabulary Showing interest and sympathising: Congratulations! / That's great / wonderful / fantastic news! / I'm really pleased / happy / delighted for you. / Oh no! / How terrible / awful. / I'm sorry to hear that. The written word: advert, article, blog, cartoon, dictionary entry, instruction manual, label, quote, receipt, recipe, review, travel guide, tweet, poem. Adverbs of frequency: always, usually, often, frequently, rarely, hardly ever, never Time expressions: once/twice/three times a week/month, from time to time, every now and then Linkers of contrast and sequencing (see UNIT 8)	Useful adjectives and expressions Adjectives: visible / invisible, acceptable / unacceptable, adaptable / unadaptable, bearable / unbearable, dependable / undependable, reasonable / unreasonable, responsible / irresponsible They asked me to go for a job interview. / I really hope so. / I think that you would enjoy ... / Yes, I think so! / It would be definitely more interesting. / Let's wait and see. Describing photos (see UNIT 1)
Other expressions Helping you to explain ideas: What is more, .../Actually, .../In fact.../As a matter of fact Opinion I think, ... / In my opinion, ... / I reckon... / I'd say.../ If you ask me, ... / I mean... / What I mean... / My point is... / I find it really interesting.../ The truth is that... Gaining time to think It's on the tip of my tongue... / Let me think... / That's an interesting question... / How shall I put it? / What's the word for it? / It's difficult to say... Expressing 'for' and 'against' views The good/bad thing(s) is/are... One advantage/disadvantage is... / On the other hand... Alternatives to Yes/No No doubt / Sure / Definitely / Absolutely / Of course / Not at all / Of course not / No way / Certainly not / No way / It's not my thing	Essential classroom language I'm sorry, I don't understand. Sorry, I'm not sure what you mean. Can you repeat please? Can you speak more slowly, please? Can you spell that word for me, please? Let me think... That's a difficult question... I'm not sure about this question... Sorry, I don't know...

Grammar reference

El present simple

usamos el *present simple* para hablar de situaciones permanentes y de hábitos y rutinas. Podemos usarlo con adverbios de frecuencia

el *present simple* se forma con el infinitivo sin *to* (p. ej. *read, send*). En la 3ª persona del singular le añadimos una *-s* o las letras *-es*

I often read the newspaper. A menudo leo el periódico.

She sends letters to her aunt. Ella envía cartas a su tía.

en las frases negativas e interrogativas usamos el verbo auxiliar *do*. En las respuestas breves usamos *do / don't* o *does / doesn't* sin el verbo

We don't speak Russian. No hablamos ruso.

Do you want to go to France? Yes, I do.

¿Quieres ir a Francia? Sí.

El present continuous

usamos el *present continuous* para describir lo que está ocurriendo en el presente

se forma con el sujeto + el verbo *to be* + un verbo terminado en *-ing*

We're doing our homework together.

Estamos haciendo los deberes juntos.

afirmativa	formas contraídas
I am working	'm working
You are working	're working
He / She / It is working	's working
We / You / They are working	're working

negativa	formas contraídas
I am not working	'm not working
You are not working	're not working
He / She / It is not working	's not working
We / You / They are not working	're not working

interrogativa y respuestas breves	
Am I working?	
Yes, I am.	No, I'm not.
Is he / she / it working?	
Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they listening?	
Yes, we / you / they are.	No, we / you / they aren't.

El past simple

- usamos el *past simple* para expresar acciones o hechos pasados

I played tennis yesterday. Ayer jugué al tenis.

- la negativa se forma con *didn't* + el infinitivo sin *to*
They didn't cycle to school. No fueron al colegio en bici.
- las preguntas se forman con *did* + el infinitivo sin *to*. En las respuestas breves no se repite el verbo principal
Did he buy a car? Yes, he did. ¿Se compró (él) un coche? Sí.

afirmativa	
I / You / He / She / It	listened
We / You / They	

negativa	
I / You / He / She / It	did not listen (didn't listen)
We / You / They	

interrogativa y respuestas breves	
Did I / you listen?	
Yes, I / you did.	No, I / you didn't.
Did he / she / it listen?	
Yes, he / she / it did.	No, he / she / it didn't.
Did we / you / they go?	
Yes, we / you / they did.	No, we / you / they didn't.

used to

- usamos *used to* + infinitivo sin *to* para hablar de situaciones y hábitos del pasado, de las cosas que hacíamos antes pero ya no

They used to live in London, but now they live in Glasgow.

Vivían en Londres, pero ahora viven en Glasgow.

He used to ride his bike to work, but now he takes the bus.

Él iba en bici a trabajar, pero ahora coge el autobús.

Preguntas de sujeto y de complemento

- las partículas interrogativas pueden ser el sujeto o el complemento del verbo
- si hacen de sujeto, no usamos verbo auxiliar
Who made the cake? Jenny made the cake.
¿Quién hizo el pastel? Jenny.
- si hacen de complemento, usamos *do, does* o *did*
What did Jenny make? She made a cake.
¿Qué hizo Jenny? Hizo un pastel.

Grammar exercises

Present tenses

- 1 Complete the sentences using the correct form of the verbs in brackets. Use the present simple or the present continuous.

My sister Lisa loves (love) sport. She often (1) _____ (play) basketball and tennis with her friends, and she also (2) _____ (go) swimming four times a week. In fact, she (3) _____ (swim) at the moment – she (4) _____ (train) for a competition next month, so she needs to practise. We get on well, but we're very different – I (5) _____ (not like) sport at all, I prefer computers and technology. I sometimes (6) _____ (watch) football matches on TV, though. Right now, I (7) _____ (wait) for Lisa to come home and play computer games with me!

Past simple

- 2 Are the verbs regular or irregular? Write *R* (regular) or *I* (irregular) and the past simple form of the verbs.

make I made

- | | |
|----------------|--------------|
| 1 study _____ | 4 take _____ |
| 2 win _____ | 5 drop _____ |
| 3 become _____ | 6 get _____ |

- 3 Complete the sentences using the verbs in exercise 2. Use the past simple affirmative and negative.

Johnny Depp didn't make (not) friends at school.

- Jack _____ into trouble with his teacher again.
- We _____ (not) first prize in the competition.
- My dad _____ a gap year before he went to university.
- That pop group _____ (not) rich and famous until last year.
- My cousin _____ maths at university.
- She _____ out of university when she failed all her exams.

Present and past

- 4 Complete the sentences using the present simple, past simple or *used to* + verb.

I used to sit next to my cousin in class but now I sit next to Harry.

- Now my uncle works in Valencia but he _____ in Madrid before that.
- I usually have milk for breakfast but yesterday I _____ hot chocolate.
- My mum never watches TV but when she was younger she _____ TV every day.
- You never used to get angry but now you often _____ angry.
- My sister lives in Leeds now, but she _____ in Sheffield.

Subject and object questions

- 5 Are these questions subject or object questions?

Where did you go on holiday? object

- Who cooked dinner yesterday? _____
- Who did you see last night? _____
- Why did he drop out of university? _____
- Who ate all the chocolate? _____
- What did Jeremy say? _____

- 6 Match the questions with the answers.

- | | |
|---------------------------------------|----------|
| 1 Who married Prince William? | <u>e</u> |
| 2 Who did Prince William marry? | _____ |
| 3 Who phoned you? | _____ |
| 4 Who did you phone? | _____ |
| 5 Who wrote <i>Romeo and Juliet</i> ? | _____ |
| 6 What did William Shakespeare write? | _____ |

- William Shakespeare wrote *Romeo and Juliet*.
- I phoned my best friend.
- He married Kate Middleton.
- He wrote about 38 plays including *Romeo and Juliet*.
- Kate Middleton married Prince William.
- My best friend phoned me.

Grammar reference

El **past continuous**

- usamos el *past continuous* para expresar acciones que estaban ocurriendo en el pasado
- el *past continuous* se forma con el sujeto + *was / were* + un verbo terminado en *-ing*

He was feeling very ill. Se sentía muy enfermo.

- la negativa se forma con *was not (wasn't)* o *were not (weren't)*

- en las preguntas el orden es *was / were* + el sujeto + un verbo terminado en *-ing*. En las respuestas breves no se repite el verbo terminado en *-ing*

Were they cycling to school? Yes, they were.

¿Estaban yendo al colegio en bici? Sí.

afirmativa

I was reading

You were reading

He / She / It was reading

We / You / They were reading

negativa

I was not reading

You were not reading

He / She / It was not reading

We / You / They were not reading

**formas
contraídas**

wasn't reading

weren't reading

wasn't reading

weren't reading

interrogativa y respuestas breves

Was I reading?

Yes, I was.

No, I wasn't.

Were you reading?

Yes, you were.

No, you weren't.

Was he / she / it reading?

Yes, he / she / it was.

No, he / she / it wasn't.

Were we / you / they reading?

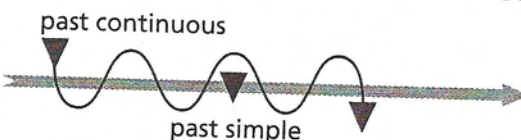
Yes, we / you / they were. No, we / you / they weren't.

El **past simple** y el **past continuous**

- Podemos usar el *past simple* para hablar de una acción que interrumpió otra en *past continuous*

Amy was reading a book when the phone rang.

Amy estaba leyendo un libro cuando sonó el teléfono.

El **past perfect**

- el *past perfect* siempre se utiliza con el *past simple*. Usamos el *past perfect* para la acción que empezó primero y el *past simple* para la acción más cercana al presente

They had finished lunch when I arrived.

Habían terminado de comer cuando llegué.

- el *past perfect* se forma con el sujeto + *had* + el participio de pasado
- para formar la negativa añadimos *not* a *had*
- para formar preguntas usamos *had* + el sujeto + el participio de pasado

afirmativa

I / You had eaten

He / She / It had eaten

We / You / They had eaten

forma contraída

'd eaten

negativa

I / You had not eaten

He / She / It had not eaten

We / You / They had not eaten

forma contraída

hadn't eaten

interrogativa y respuestas breves

Had I eaten?

Yes, I had.

No, I hadn't.

Had you eaten?

Yes, you had.

No, you hadn't.

Had he / she / it eaten?

Yes, he / she / it had.

No, he / she / it hadn't.

Had we / you / they eaten?

Yes, we / you / they had.

No, we / you / they hadn't.

Grammar exercises

Past simple and past continuous

1 Correct the sentences.

When the maths class started, Evie was chat to her friends. X

When the maths class started, Evie was chatting to her friends.

1 I was read a thriller when I heard a strange noise. X

2 Luke didn't be doing his homework when his dad got home. X

3 While they was listening to music, I was reading a crime novel. X

4 The sun was shining when I was leaving home. X

5 She falls asleep while she was watching TV. X

6 I wasn't cleaning the house when my mum comes home. X

2 Write complete sentences using the past simple and past continuous.

My brothers / play football / when / break a window.

My brothers were playing football when they broke a window.

1 While / she not look / I / take a photo of her.

2 When / I / wake up / it / rain.

3 They / not listen / when / the teacher / explain / the homework.

4 John / play the piano / when / his dad / come home.

5 Paul / eat dinner / while / Lucy cook.

6 She / clean the kitchen / when / I / arrive.

3 Rewrite the sentences using *when* and *while*.

She broke her nose while she was playing hockey.

(when) When she broke her nose she was playing hockey.

1 While my uncle was tidying his house he found these old photos.

(when) _____

2 I was doing my maths exam when my phone rang.

(while) _____

3 Patrick was winning the race when he lost his shoe.

(while) _____

4 I met my best friend while I was living in Barcelona.

(when) _____

Past perfect

4 Complete the sentences with the past perfect form of the verbs in brackets.

When I got home, my brother _____ had eaten (eat) all my chocolate.

1 She didn't go to the cinema because she _____ (see) the film.

2 The teacher got angry because we _____ (not study) for the exam.

3 Before I went to that restaurant, I _____ (not try) Chinese food.

4 I didn't play in the match because I _____ (leave) my football boots at home.

5 They _____ (not buy) a ticket so they couldn't go to the concert.

5 Circle the correct words.

We ran to the square but by the time / after we got there, Sue had left.

1 The party had started **before** / after we arrived.

2 We got to the football stadium at 8pm. **By then** / Before the match had finished. We were too late!

3 I celebrated with my friends **before** / after I'd won the prize.

4 By the time she was twenty she'd **already** / before dropped out of university.

5 We ate dinner **before** / by the time we went to the cinema because we were hungry.

El present perfect

- el *present perfect* tiene diversos usos
- lo usamos para hablar de acciones recientes que están conectadas con el presente
I've eaten all the cake, so there isn't any left for you.
Me he comido todo el pastel, así que no queda nada para ti.
- también lo usamos para hablar de hechos pasados de los que no mencionamos el momento exacto en que ocurrieron (porque no lo sabemos o no es importante)
I've been to London. He estado en Londres.
- en afirmativa se forma con *has / have* + el participio de pasado
- la negativa se forma con *hasn't / haven't* + el participio de pasado
- la interrogativa se forma con *has / have* + el sujeto + el participio de pasado

afirmativa	formas contraídas
I / You have spoken	've spoken
He / She / It has spoken	's spoken
We / You / They have spoken	've spoken

negativa	formas contraídas
I / You have not spoken	haven't spoken
He / She / It has not spoken	hasn't spoken
We / You / They have not spoken	haven't spoken

interrogativa y respuestas breves

Have I / you spoken?	
Yes, I / you have.	No, I / you haven't.
Has he / she / it spoken?	
Yes, he / she / it has.	No, he / she / it hasn't.
Have we / you / they spoken?	
Yes, we / you / they have.	No, we / you / they haven't.

Present perfect / past simple

usamos el *present perfect* para hablar de experiencias o acciones pasadas sin decir cuándo ocurrieron. Con el *past simple* sí decimos cuándo ocurrió la acción
He's been to the supermarket. Ha estado en el supermercado.
He went to the supermarket last Thursday.
Fue al supermercado el jueves pasado.

- con el *past simple* usamos expresiones temporales como *yesterday*, *last week* y *at 9 o'clock*, ya que se refieren a un periodo de tiempo terminado. Con el *present perfect* usamos expresiones temporales más generales, como *always*, *never* y *recently*

I've always walked home from school, but yesterday I took the bus.

Siempre he vuelto a casa andando desde el colegio, pero ayer cogí el autobús.

for, since y how long ... ?

- para hablar de la duración de un hecho o de una situación usamos el *present perfect* con *for*
She's been here for two weeks.
Está aquí desde hace dos semanas.
- para decir el momento en que comenzó un hecho o una situación usamos el *present perfect* con *since*
I've known Amy since 2007. Conozco a Amy desde 2007.
- para preguntar por la duración de un hecho o una situación usamos *how long...?* con el *present perfect*
How long have you lived in Bristol?
¿Cuánto tiempo hace que / Desde cuándo vives en Bristol?

for	since
five minutes	2011
five hours	5pm
three days	January
three weeks	this afternoon
a month	I was born
a year	Friday
a long time	last week

just, still, yet y already

- para decir lo que hemos hecho poco tiempo antes del momento de hablar usamos *just*
I've just seen Harry at the bus stop.
Acabo de ver a Harry en la parada del autobús.
- para decir que algo aún no ha ocurrido usamos *still* y *yet* en negativa
She still hasn't recycled the plastic bottles.
Ella todavía no ha reciclado las botellas de plástico.
He hasn't cleaned the house yet. Aún no ha limpiado la casa.
- para preguntar si ya se ha hecho algo usamos *yet*
Has he cleaned the house yet? ¿Ha limpiado ya la casa?
- para decir que ya hemos hecho algo usamos *already*
We've already bought some batteries. Ya hemos comprado pilas.

Grammar exercises

Present perfect

- 1 Complete the sentences with the present perfect form of the verbs in the box.

grow misplace reduce make save

We haven't reduced (not) our rubbish.

- 1 I _____ my mobile phone.
 2 My grandparents _____ their own vegetables for a long time.
 3 We _____ energy by changing the light bulbs.
 4 He _____ (not) any new friends since he changed schools.

for and since

- 2 Copy and complete the table with the time expressions in the box.

20th May three years weeks several days
 the start of the month we finished our exams
 yesterday six hours 1995 a very long time

for	since
<u>three years</u>	<u>20th May</u>
_____	_____
_____	_____

How long ... ?

- 3 Write questions with *How long ...*?

Paul / work / at this school?

How long has Paul worked at this school?

- 1 you / have / your jeans?

 2 she / be / your English teacher?

 3 they / live / in France?

 4 he / play / the violin?

- 4 Write answers to the questions in exercise 3. Use *for* or *since* and the time expression in brackets.

(six years) He has worked at this school for six years.

- 1 (last week) _____
 2 (about eight months) _____
 3 (three years) _____
 4 (six years old) _____

Present perfect and past simple

- 5 Circle the correct words.

I've lived / lived in Italy when I was younger.

- 1 I've known / knew my best friend since we were three years old.
 2 My brother's left / left school last year.
 3 My football team hasn't won / didn't win a match since last year.
 4 My parents have started / started their own business ten years ago.
 5 I haven't read / didn't read that new thriller yet.

Time expressions with the present perfect

- 6 Rewrite the sentences using the words in brackets.

I've done this exercise. (already)

I've already done this exercise.

- 1 My friends haven't seen that new film. (still)

 2 I've spoken to Liam. (just)

 3 Have you phoned your parents? (yet)

 4 I have bought you a birthday present. (already)

 5 It's 1pm and you haven't got dressed. (still)

 6 My cousins have moved house. (just)

Los pronombres relativos

personas	cosas	tiempo	lugares
who	which	when	where
that	that	—	—

- usamos los pronombres relativos para aportar información esencial sobre personas, cosas, un tiempo o un lugar. Con ellos unimos dos oraciones simples
That's the man. He lives on my street.
 Ese es el hombre. Vive en mi calle.
That's the man who lives on my street.
 Ese es el hombre que vive en mi calle.
- **who** se usa para personas, **which** para cosas, **when** para el tiempo y **where** para lugares
- en lugar de **who** o de **which** podemos usar **that**

Compuestos de *some, any* y *no*

personas	cosas	lugares
someone	something	somewhere
no one	nothing	nowhere
anyone	anything	anywhere

- **some** se usa con nombres contables y no contables en frases afirmativas
I want to go somewhere hot on holiday this year!
 ¡Este año quiero ir de vacaciones a algún lugar donde haga calor!
- **any** se puede usar en frases negativas y en preguntas
I haven't bought anything all week.
 No he comprado nada en toda la semana.
Has anyone seen that new film yet?
 ¿Ha visto ya alguien esa película nueva?
- **no** solo se puede usar en frases negativas
There's nothing interesting on television tonight.
 Esta noche no hay nada interesante en la tele.
- añadimos **-one** para hablar de personas, **-thing** para hablar de cosas y **-where** para hablar de lugares
- también podemos sustituir **-one** por **-body**: *somebody, anybody, nobody*.

El futuro

will

- usamos **will** o **won't** + infinitivo sin **to** para hacer predicciones sobre el futuro
He'll win the competition. El ganará la competición.
They won't be late. No llegarán tarde.
- en las preguntas el orden es **will / won't** + el sujeto + infinitivo sin **to**. En las respuestas breves no se repite el infinitivo sin **to**
Will you go on holiday next year? No, I won't.
 ¿Te irás de vacaciones el año que viene? No.
- también usamos **will** para expresar un ofrecimiento espontáneo o pedirle a alguien que haga algo
I'll pay for dinner. Yo pago la cena.
Please will you make me a cake?
 ¿Me haces un pastel, por favor?

going to

- usamos **going to** para expresar planes e intenciones
- se forma con el sujeto + el presente del verbo **to be** + **going to** + un infinitivo sin **to**
I'm going to visit my grandparents on Sunday.
 El domingo voy a visitar a mis abuelos.
We aren't going to watch television tonight.
 Esta noche no vamos a ver la tele.
- las preguntas se forman con **be** + el sujeto + **going to** + infinitivo sin **to**. En las respuestas breves no se repite **going to** + infinitivo
Is he going to visit the zoo tomorrow? Yes, he is.
 ¿Va a ir al zoo mañana? Sí.

El present continuous

- usamos el **present continuous** para planes y compromisos de futuro confirmados
- se forma con el sujeto + el presente del verbo **to be** + un verbo terminado en **-ing**
I'm playing football on Saturday.
 El sábado juego / jugaré al fútbol.
They aren't painting the house this summer.
 No pintarán la casa este verano.
- las preguntas se forman con **to be** en presente + el sujeto + un verbo terminado en **-ing**. En las respuestas breves no se repite el verbo acabado en **-ing**
Is he coming to the party on Friday? Yes, he is.
 ¿Vendrá el viernes a la fiesta? Sí.

Grammar exercises

Relative pronouns

- 1 Complete the sentences with *who*, *which*, *when* or *where*.

Alice Walker is a writer who writes about social problems.

- The first day of primary school was _____ I met my best friend.
- That's the bin _____ we recycle our rubbish.
- That's my brother's friend _____ got into trouble with the police.
- A myth is a story _____ includes gods, heroes and magic.
- Brick Lane is a place in London _____ you can find clothes by young British designers.

- 2 Use a relative pronoun to join the two sentences.

I've got a lot of friends. They live in the USA.

I've got a lot of friends who live in the USA.

- We went to a beautiful beach. It had white sand and blue water.

- I met a famous actor. He's been in several films.

- We went to a new sports centre. You could try all kinds of martial arts.

- It was Christmas. My dad fell in love with my mum.

some / any / no compounds

- 3 Complete the sentences with the words in the box.

anything no one someone anywhere
something nowhere

I'm hungry. Have you got anything to eat?

- I can't find my keys _____.
- Nathan was upset because _____ tried his cake.
- We're looking for _____ to wear for the wedding.
- While I was having a shower, _____ phoned.
- My favourite place is my home. There's _____ better.

The future

- 4 Circle the correct words.

My sister 's getting / 'll get married on Saturday.

- We're going to have / 'll have a party tonight.
- I've got a headache. I think I'll lie down / 'm lying down.
- Let's go to Kristen's house. She's giving away / 'll give away her old clothes.
- In the future, we're going to buy / 'll buy all our clothes on the internet.

- 5 Rewrite the sentences using the correct future tense.

I'll meeting Alex at six o'clock tonight.

I'm meeting Alex at six o'clock tonight.

- He's learning French next year. X

- We'll play tennis with Lily tomorrow. X

- I'm probably making a cake for my mum's birthday. X

- My brother will be a lawyer when he's older. X

- They'll visit the new museum on Saturday. X

- 6 Complete the sentences with the correct future form of the verbs in brackets.

When we're in Paris, we're going to go up (go up) the Eiffel Tower.

- Don't worry! Jason _____ (help) you with your maths homework.
- Don't carry so many plates. You _____ (drop) them.
- I'm busy later. I _____ (have) dinner with my grandparents.
- I'm not sure but I think it _____ (rain) at the weekend.
- I haven't studied for the test tomorrow. I _____ (not pass) it.

El primer condicional

- usamos el primer condicional para expresar situaciones posibles y lo que ocurrirá si se cumplen
- se forma con *if* + el sujeto + *present simple* (en la situación), y el sujeto + *will / won't* + infinitivo sin *to* (en el resultado)

If we go to Madrid, we'll stay in a hotel.

Si vamos a Madrid, nos quedaremos en un hotel.

If he arrives late, he won't get a seat.

Si llega tarde no tendrá sitio.

- podemos poner primero la situación o el resultado. Si la situación va primero, ponemos una coma

If you go out in the rain, you'll get wet.

Si sales cuando llueve, te mojarás.

- si el resultado va primero, no ponemos coma

You'll get wet if you go out in the rain.

	situación	resultado
+	If Peter invites me,	I'll go to the party.
-	If she doesn't win,	she won't be happy.
	resultado	situación
+	I'll go to the party	if Peter invites me.
-	She won't be happy	if she doesn't win.

El segundo condicional

- usamos el segundo condicional para hablar de situaciones imaginarias o improbables en el futuro y de lo que pasaría si ocurrieran
- se forma con *if* + el sujeto + *past simple* (en la situación), y después el sujeto + *would / wouldn't* + infinitivo sin *to* (en el resultado)

If I sold my car, I'd buy a motorbike.

Si vendiese mi coche, me compraría una moto.

If they did more exercise, they wouldn't be so unfit.

Si hiciesen más ejercicio, no estarían en tan mala forma.

- si la situación va primero, ponemos una coma
- si el resultado va primero, no ponemos coma

	situación	resultado
+	If she spoke Chinese,	she'd go to China.
-	If I had more hobbies,	I wouldn't be so bored.
	resultado	situación
+	She'd go to China	if she spoke Chinese.
-	I wouldn't be so bored	if I had more hobbies.

El gerundio y el infinitivo

El gerundio como sujeto de la oración

- el gerundio (la forma del verbo terminada en *-ing*) puede hacer la función de sujeto en una frase

Finding a job can be difficult.

Encontrar trabajo puede ser difícil.

Verbos seguidos de gerundio

- algunos verbos van seguidos de un gerundio

I enjoy playing the trumpet.

Me divierte tocar la trompeta.

I don't mind working until 7pm.

No me importa trabajar hasta las 7 de la tarde.

Have you finished eating?

¿Has terminado de comer?

Verbos seguidos de infinitivo

- algunos verbos van seguidos de un infinitivo

I don't want to talk to you.

No quiero hablar contigo.

We expect to arrive at ten o'clock.

Esperamos llegar a las diez.

Did they help to pay for the car?

¿Ayudaron a pagar el coche?

- Cuidado: algunos verbos pueden ir seguidos tanto de gerundio como de infinitivo, pero entonces tienen un significado un poco distinto

Preposiciones seguidas de gerundio

- el gerundio suele ir detrás de las preposiciones

I'm dreaming about going on holiday.

Estoy soñando con irme de vacaciones.

She's good at playing the violin.

Es buena tocando / para tocar el violín.

I'm interested in working for you.

Estoy interesado/a en trabajar para usted.

Adjetivos seguidos de infinitivo

- el infinitivo suele usarse detrás de muchos adjetivos

I am pleased to see you.

Encantado/a de verle.

We were not happy to be there.

No nos alegraba estar allí.

I was surprised to hear that.

Me sorprendió oír eso. / Me quedé sorprendido al oír eso.

The first conditional**1** Write complete sentences in the first conditional.

If I / go / abroad / I / make / new friends.

If I go abroad, I'll make new friends.

1 If / he / take off / his sweater / he / be / cold.

2 We / save / energy / if / we / switch off / the lights.

3 If / you / not listen / you / not understand.

4 I / put on / that shirt / if / this T-shirt / not go with / my jeans.

5 If / Joe / move house / he / change / school?

The second conditional**2** Correct the sentences.

We'd save a lot of water if we don't have a shower every day. X

We'd save a lot of water if we didn't have a shower every day.

1 If I'm rich and famous, I'd buy a helicopter. X

2 Lucy would work in a shop if the conditions will be better. X

3 If my aunt doesn't have two young children, she'd probably write a best-seller. X

4 If I'd see a job advertisement for the perfect job, I'd apply for it. X

5 If you found a mobile phone, what will you do? X

The first and second conditional**3** Complete the sentences with the correct form of the verbs in brackets. Use the first conditional or the second conditional.

I'll go (go) to the cinema if it rains tomorrow.

1 If my family won a lot of money, we _____ (move) house.

2 If I _____ (get) good marks in the exams, my parents will buy me a new bike.

3 If I found a dog in the street, I _____ (not keep) it.

4 We'll go to the beach if it _____ (be) hot tomorrow.

5 I'd phone my mum if I _____ (get) lost in a big city.

4 Match 1-5 with a-e to make sentences.

1 I'll go by bike

2 I'd get a part-time job

3 If I wasn't happy at university,

4 If you wear out those trainers,

5 If you finish that comic,

a) I'd drop out.

b) mum'll get angry.

c) I'll lend you this book.

d) if I needed money.

e) if the weather is good.

Gerunds and infinitives**5** Circle the correct words.1 He hopes **to arrive** / arriving before 9pm.2 I love **to play** / playing the piano.3 My mum avoids **to eat** / eating cheese.4 Tim was happy **to hear** / hearing the good news.5 Are you interested in **to come** / coming to the cinema tonight?**6** Complete the sentences with the correct form of the verbs in brackets.

1 I don't enjoy _____ (make) cakes.

2 It's easy _____ (learn) French.

3 My brother's good at _____ (play) cricket.

4 Do you mind _____ (help) me clean the house?

5 Where does Lisa go _____ (buy) her clothes?

Grammar reference

Verbos modales de deducción

- para expresar deducción usamos *must* y *can't*
- usamos *must* cuando estamos seguros de algo porque hay una explicación lógica para ello

John has walked 20 kilometres today. He must be tired.

John ha caminado 20 kilómetros hoy. Debe estar cansado.

- usamos *can't* cuando estamos seguros de que algo es imposible

You can't be hungry now – you had a pizza and cake for dinner!

¡No puedes tener hambre ahora, comiste pizza y tarta para cenar!

Verbos modales de posibilidad

- usamos *might*, *may* y *could* cuando algo es posible o probable, pero no es seguro

Joanne didn't answer the phone. She might have gone out.

Joanne no respondió al teléfono. Puede que hubiera salido.

My purse isn't in my bag – I may have left it at the restaurant.

Mi monedero no está en mi bolso. Tal vez me lo haya dejado en el restaurante.

The door is open. They could be in the house.

La puerta está abierta; podrían estar en casa / quizá estén en casa.

El tercer condicional

- usamos el tercer condicional para hablar de situaciones imaginarias en el pasado y de sus ya imposibles resultados
- se forma con *if* + el sujeto + *past perfect* (en la situación), y el sujeto + *would have* + un participio de pasado (en el resultado)
- podemos poner primero la situación o el resultado. Si la situación va primero, ponemos una coma
If you had told me, I would have brought some food.
Si me lo hubieses dicho, habría traído algo de comer.
- pero si el resultado va primero, no ponemos coma
I would have brought some food if you had told me.
Habría traído algo de comer si me lo hubieses dicho.
- podemos usar formas contraídas en las dos partes de la oración
If she'd locked the door, the thieves wouldn't have stolen the television.
Si hubiese cerrado la puerta, los ladrones no le habrían robado el televisor.

	situación	resultado
+	If I'd eaten all the cake,	I'd have been very full.
-	If she hadn't lost her phone,	she would have phoned me.
	resultado	situación
+	I'd have been very full	if I'd eaten all the cake.
-	She would have phoned me	if she hadn't lost her phone.

Grammar exercises

Modals of deduction

- 1 Look at the information in the table and complete the sentences with *must*, *might* or *can't*.

	Larry	Rick	Steve
height	1.92m	1.95m	1.60m
weight	90 kilos	75 kilos	110 kilos
eyes	brown	blue	blue

The short man can't be Larry because he's tall.

- The short man _____ be Rick either because he's 1.95m tall.
- The man had blue eyes. It _____ be Rick or Steve.
- The man who had blue eyes _____ be Larry.
- The man weighed over 100 kilos. It _____ be Larry or Rick.

- 2 Circle the correct words.

Ruth isn't at school. She can / may be on holiday.

- What's that noise? I'm not sure, but it **might** / **must** be the dog.
- It **can't** / **mustn't** be 11pm. It's light outside.
- Eva is making a snack. She **must** / **could** be hungry.
- My friends aren't here. They **could** / **can** be late.
- Our teacher is taking an aspirin. She **must** / **can't** have a headache.

- 3 Rewrite the sentences using *must*, *might* or *can't*.

Where's Elisa? Perhaps she's at home.

Elisa might be at home.

- Ali's lived in England. I'm sure he speaks English.

- Luke was with me all day. I'm sure he isn't guilty.

- They're not answering the phone. Maybe they're asleep.

- Sally's very quiet. Perhaps she's ill.

- My teacher says she used to live in China. I'm certain it isn't true.

The third conditional

- 4 Match 1-5 with a-e to make sentences.

- If he hadn't stolen the money _____ c
 - If I had studied more _____
 - He wouldn't have shoplifted _____
 - I'd have phoned you _____
 - You'd have met my American cousins _____
- a) if he hadn't lost his job.
b) if I'd known it was your birthday.
c) the police wouldn't have arrested him.
d) if you'd come to the cinema with us.
e) I'd have got a higher mark.

- 5 Complete the sentences with the correct form of the verbs in brackets. Use the third conditional.

If I'd gone (go) to New York,

I would have seen (see) the Statue of Liberty.

- If I _____ (go) to bed early, I _____ (not be) so tired.
- If they _____ (train) harder, they _____ (win) the match.
- My teacher _____ (not get) angry if my classmates _____ (be) quiet.
- We _____ (not break) the window if Paul _____ (not kick) the ball.

- 6 Rewrite the sentences in the third conditional.

He didn't run so he missed the train.

If he'd run he wouldn't have missed the train.

- My mum left school when she was 16 so she didn't go to university.

- She didn't fill in the application form correctly so she didn't get the job.

- The detectives looked for clues and they solved the crime.

- They didn't see the concert because they didn't buy tickets.

Grammar reference

La pasiva

- usamos la voz activa para resaltar a la persona o cosa que realiza la acción, no a quien recibe la acción

The dog bit Sam.

El perro mordió a Sam.

- usamos la voz pasiva cuando queremos destacar a quien recibe la acción, no al sujeto que la realiza

Sam was bitten by the dog.

Sam fue mordido por el perro.

- también la usamos cuando no sabemos quién realiza la acción

The house was built in 1950.

La casa se construyó en 1950.

- usamos la pasiva para describir procesos

The bread is made and then it's sold in the shop.

El pan se hace y luego se vende en la tienda.

- la pasiva se usa más en el inglés escrito que en el hablado

El present simple

- la pasiva en presente se forma con el sujeto + *am / is / are* + el participio de pasado del verbo

The museum is visited by 3 million people every year.

Cada año el museo es visitado por 3 millones de personas.

Rugby isn't played at my school.

En mi colegio no se juega al rugby.

El past simple

- el *past simple* en pasiva se forma con el sujeto + *was / were* + el participio de pasado del verbo

The telephone wasn't invented by Bill Gates.

El teléfono no fue inventado por Bill Gates.

Sandals were worn by the Romans.

Los romanos llevaban sandalias.

will

- la pasiva del futuro con *will* se forma con el sujeto + *will be* + el participio de pasado del verbo

The concert will be held at Wembley.

El concierto se celebrará en Wembley.

The new houses won't be built next to the church.

Las casas nuevas no se construirán junto a la iglesia.

going to

- la pasiva del futuro con *going to* se forma con el sujeto + *am / is / are going to be* + el participio de pasado del verbo

The walls are going to be painted white.

Las paredes se van a pintar de blanco.

The biscuits aren't going to be made with butter.

Las galletas no se van a hacer con mantequilla.

Preguntas en pasiva

- para hacer preguntas con el *present simple* en pasiva usamos *am / is / are* + el sujeto + el participio de pasado

Is turkey eaten at Christmas?

¿En Navidad se come pavo?

Are computers sold in that shop?

¿Venden ordenadores en esa tienda?

- para hacer preguntas con el *past simple* en pasiva usamos *was / were* + el sujeto + el participio de pasado

Was your bike stolen from outside your house?

¿Robaron tu bicicleta de la puerta de tu casa?

Were those cakes made by Dot?

¿Hizo Dot esos pasteles?

- para hacer preguntas en futuro con *will* en la voz pasiva usamos *will* + el sujeto + *be* + el participio de pasado

Will the project be finished by January?

¿Estará terminado el trabajo en enero?

- para hacer preguntas con *be going to* en pasiva usamos *am / is / are* + el sujeto + *going to be* + el participio de pasado

Is the light going to be fixed tomorrow?

¿Van a arreglar la luz mañana?

Are the dresses going to be made of silk?

¿Los vestidos se van a hacer de seda?

The passive: present simple**1 Write sentences in the present simple passive.**

world records / set / every day.

World records are set every day.

1 the Olympics / hold / every four years.

2 cricket / not play / in my country.

3 the best tennis player / rank / number one.

4 a gold medal / not make / of solid gold.

5 records / break / at most Olympic games.

4 Many shoplifters / will / never / catch.

5 Our team / will not / beat / in this tournament.

4 Complete the sentences with was, is or will be.Our remote control was misplaced last week.

1 English _____ spoken all over the world.

2 The shopping centre _____ closed next week.

3 A suspect _____ arrested last night.

4 He _____ questioned by the police tomorrow morning.

5 The 2010 World Cup _____ won by Spain.

5 Correct the sentences.

Be careful! That bottle make of glass. X

Be careful! That bottle is made of glass.

1 The 2016 Olympics will hold in Rio de Janeiro. X

2 London visits millions of tourists every year. X

3 Your application form didn't fill in correctly. X

4 My mother isn't going to promote at work. X

The passive: past simple**2 Complete the sentences with the past simple passive form of the verbs in brackets.**The basketball final wasn't televised (not televise).

1 My camera _____ (steal) from my bag.

2 Bottles _____ (not recycle) thirty years ago.

3 The meat which we ate yesterday _____ (undercook).

4 Text messages _____ (not send) twenty years ago.

Passive questions**6 Write the questions for these answers in the passive.**Where is gold found _____?

Gold is found in South Africa.

1 When _____?

The telephone was invented in 1876.

2 What _____?

Her ring is made of silver.

3 Where _____?

Tutankhamun's tomb was found in Egypt.

4 When _____?

A cure for the disease will be found soon.

5 Where _____?

The race is going to be held near Liverpool.

The passive: future**3 Write complete sentences in the future passive.**

Our new school / will not / finish / by next year.

Our new school won't be finished by next year.

1 The next song / going to / play / by my favourite musician.

2 The final / will / win / by Rafael Nadal.

3 Our car / not going to / repair / until next week.

Grammar reference

El estilo indirecto

- usamos el estilo indirecto para contar con nuestras propias palabras lo que ha dicho alguien
- cuando usamos el estilo directo escribimos entre comillas las palabras exactas que se dijeron
'I saw her at the gym last night', he said.
"Anoche la vi en el gimnasio", dijo él.
- en el estilo indirecto no usamos comillas
He said that he had seen her at the gym last night.
Él dijo que la había visto anoche en el gimnasio.
- además, usamos un tiempo verbal distinto del que usó la persona que dijo la frase

Estilo directo	Estilo indirecto
present simple	past simple
'I go to school every day.'	She said that she went to school every day.
present continuous	past continuous
'I'm not feeling well.'	He said that he wasn't feeling well.
past simple	past perfect
'I read that book last year.'	He said that he'd read that book the previous year.
present perfect	past perfect
'I've never been to Bristol.'	She said that she'd never been to Bristol.
will	would
'I'll be late.'	She said that she'd be late.
am / is / are going to	was / were going to
'I'm going to walk home.'	He said that he was going to walk home.
can	could
'I can buy the drinks later.'	She said that she could buy the drinks later.
have to	had to
'I have to finish my homework first.'	He said that he had to finish his homework first.

Expresiones temporales

- cuando usamos el estilo indirecto, suele ser necesario cambiar (u omitir) las expresiones de tiempo
'I want to go shopping next week', said Amy.
"Quiero ir de compras la semana que viene", dijo Amy.
Amy said that she wanted to go shopping the following week.
Amy dijo que quería ir de compras la siguiente semana.
'I want to go shopping now', said Sarah.
"Quiero ir de compras ahora", dijo Sarah.
Sarah said that she wanted to go shopping.
Sarah dijo que quería ir de compras.

Estilo directo	Estilo indirecto
today	that day
tomorrow	the day after / the following day
yesterday	the day before / the previous day
next week	the week after / the following week
last week	the week before / the previous week
ten years ago	ten years before
this year	that year

Pronombres y posesivos

- al usar el estilo indirecto suelen cambiar los pronombres personales y los adjetivos posesivos
'I watched a film with my sister yesterday', said Lucy.
"Ayer vi una película con mi hermana", dijo Lucy.
Lucy said that she had watched a film with her sister the day before. Lucy dijo que el día anterior había visto una película con su hermana.

Preguntas en estilo indirecto

preguntas de información

- al pasar a estilo indirecto estas preguntas ponemos el sujeto delante del verbo y no usamos el auxiliar *do*
'Where do you live, Kevin?' asked Julia.
"¿Dónde vives, Kevin?", preguntó Julia.
Julia asked Kevin where he lived.
Julia preguntó a Kevin dónde vivía.

preguntas de respuesta sí / no

- con estas preguntas necesitamos usar *if* o *whether*
'Can you lend me that book?' he asked me.
"¿Puedes prestarme ese libro?", me preguntó.
He asked me if / whether I could lend him that book.
Me preguntó si podía prestarle ese libro.

Grammar exercises

Reported speech

1 Complete the sentences.

tense changes	direct speech	reported speech
present simple → past simple	'I live in a big house.'	Mark said he <u>lived</u> in a big house.
present continuous → past continuous	'They (1) _____ TV.'	I said they were watching TV.
past simple → past perfect	'I didn't see him at the beach.'	I said I (2) _____ him at the beach.
present perfect → past perfect	(3) ' _____ never _____ to New York.'	They said they had never been to New York.'
will → would	'Jack will help you.'	I said Jack (4) _____ you.
is/are going to → was/were going to	'You're going to have fun.'	I said you (5) _____ fun.
can → could	'I can't swim.'	Kate said she (6) _____.
have to → had to	(7) ' _____ tidy your room.'	My mum said I had to tidy my room.

2 Rewrite the sentences using reported speech.

'I can't hear you.'

Hannah said she couldn't hear him.

1 'We won the match!'

Matt said _____.

2 'You've never been to my house.'

Alex said _____.

3 'You have to study harder.'

My teacher said _____.

4 'We'll phone you later.'

My friends said _____.

Time expressions and pronouns

3 Look at the time expressions. How do they change in reported speech?

today	<u>that day</u>
1 tomorrow	_____
2 yesterday	_____
3 next week	_____
4 two years ago	_____
5 this year	_____

4 Rewrite the phone message using reported speech.

'Hi John! It's Dan. I forgot to tell you the news yesterday. Ben's dad has found a new job and they're moving to Bath next month. Mark's going to have a surprise party for Ben this weekend at his house. We bought him a present two days ago. I'll show you tomorrow.'

It was Dan. He'd forgotten to tell ...

Questions in reported speech

5 Rewrite the questions using reported speech.

Where do you live?

He asked me where I lived.

1 'What are your friends doing?'

He asked me _____.

2 'Did you watch TV last night?'

My best friend asked me _____.

3 'Have you ever beaten your brother at tennis?'

Dan asked Mike _____.

4 'What languages can you speak?'

The teacher asked me _____.

5 'Where do we have to go tomorrow?'

I asked the teacher _____.

Grammar reference

Repaso de los tiempos verbales

Tiempos de presente

present simple

I live in Manchester.
I don't live in Leeds.

present continuous

You're reading a magazine.
You're not playing the guitar.

Tiempos de pasado

past simple

She went to Cardiff at the weekend.
She didn't go to London at the weekend.

past continuous

We were listening to music.
We weren't watching television.

Tiempos compuestos

present perfect

You've seen Zac Efron's new film.
You haven't seen Miley Cyrus's new film.

past perfect

They had finished eating dinner.
They hadn't finished talking about politics.

Tiempos de futuro

will

I'll go to university when I finish school.
I won't live at home when I finish school.

going to

You're going to buy James a birthday present.
You aren't going to buy James a DVD.

Expresiones de tiempo

past	present	future
yesterday	at the moment	tonight
before	now	tomorrow
last night		this weekend
four hours ago		next year

Formas interrogativas

question forms

Do you like pizza?
Who is that man?
What are you doing?
Where did you learn French?
Who was sitting next to Jane?
Have you eaten your lunch?
Had you spoken to Ian before the party?
Who are you going to visit in Cambridge?
Will you remind me to do my homework?
Is James meeting us at the cinema?

Grammar exercises

Tense review

1 Write the correct tense for the verbs in bold.

They often **train** before school.

present simple

1 Last night I **dreamed** about a ghost.

2 We're **going to have** a party soon.

3 He **was walking** home when he met an old friend.

4 They've **lived** here since 2005.

5 She **does** her homework every day.

6 I'm **reading** a great short story.

7 You'll **become** rich and famous one day.

8 By the time we arrived, the film **had started**.

2 Now match the tenses in exercise 1 with their uses.

- a) used for an action or event in the past 1
 b) used for an action or event which happened before another action or event in the past —
 c) used for an action or event that started in the past and continues until now —
 d) used for talking about a future plan —
 e) used for an action or event which is true at the present time or which happens regularly as a habit —
 f) used for talking about a future prediction —
 g) used for an action or event which is happening now —
 h) used for an action or event in progress in the past —

Present and past tenses

3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple, past continuous, present perfect or past perfect.

We were (be) late so we didn't eat (not eat) breakfast this morning.

1 I sent (send) you a text message when I dropped (drop) my phone.

2 By the time we arrived (arrive), the maths test finished (finish) and our teacher wasn't (not be) pleased.

3 I visited (visit) the Prado museum in Madrid but I didn't see (see) the Guggenheim museum in Bilbao.

4 He hasn't ridden (not ride) his bikes since he has had (have) an accident.

Future tenses

4 Rewrite the sentences using the correct future tense.

When I'm older, I think I'm travelling around the world. ~~X~~

When I'm older, I think I'll travel around the world.

1 I'm not studying at Oxford University next year. ~~X~~

2 It's all arranged. We'll meet at the club at 9pm. ~~X~~

3 That child looks sad. I think she's crying soon. ~~X~~

4 He's probably being an engineer when he leaves university. ~~X~~

Question forms

5 Write complete questions. Then write short answers.

you / often / argue / with your friends? ✓

Do you often argue with your friends?

Yes, I do.

1 you / have a shower / yesterday / when / the phone ring? ✓

2 your dad / investigate / a crime / at the moment? ~~X~~

3 your friends / study / at university next year? ~~X~~

4 you / know / your best friend / since primary school? ✓

Idioma: _____

Marque en la columna 1 lo que usted cree que es capaz de hacer y en la columna 2 lo que aún no es capaz de hacer pero que considera necesario.

Si logra marcar más del **80% de la columna 1**, probablemente haya usted alcanzado el **Nivel A2**.

Puede utilizar los espacios en blanco para añadir algún descriptor que refleje capacidades u objetivos que no estén incluidos y que le interese reflejar.



Escuchar

Siempre que se hable lento y claro y que la calidad del sonido sea muy buena...

Mis
capacidades

Mis
objetivos

1

2

- soy capaz de entender lo que se me dice en una conversación cotidiana sencilla, siempre que me ayuden mis interlocutores; por ejemplo, "¿Cuándo nos vemos, mañana?";
- soy capaz, por lo general, de reconocer el tema de una conversación que tiene lugar en mi presencia;
- soy capaz de entender frases, expresiones y palabras si se refieren a temas de relevancia inmediata; por ejemplo, información fundamental sobre una persona, su familia, trabajo o entorno;
- soy capaz de entender palabras, frases y expresiones en transacciones sencillas, como por ejemplo en bancos, tiendas y estaciones como "¿Cuál es su domicilio?", "¿En efectivo o con tarjeta?";
- soy capaz de entender el sentido general en anuncios o mensajes públicos breves y sencillos, tanto grabados como en directo, en grandes almacenes o en aeropuertos, etc.; por ejemplo, el anuncio del retraso de un vuelo
- soy capaz de entender detalles relevantes de anuncios o mensajes breves y sencillos, tanto grabados como en directo como el anuncio del número de vuelo, destino y puerta de embarque;
- soy capaz de captar la información esencial de noticias transmitidas por televisión si las imágenes apoyan el comentario;
-



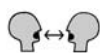
Leer

Siempre que cuente con apoyo visual, pueda volver a leer y utilizar el diccionario...

1

2

- soy capaz de comprender notas o mensajes sencillos tales como "A las 8 en la puerta del cine. Yo llevo las entradas";
- soy capaz de entender cartas personales sencillas en las que se cuentan hechos de la vida cotidiana o se hacen preguntas sobre ella: "El fin de semana estuve en la playa", "¿Cuándo vienes a verme?";
- soy capaz de encontrar y entender la información que me interesa en folletos ilustrados sobre actividades y ocio como horarios de apertura y cierre de monumentos, actividades deportivas, etc.;
- soy capaz de leer por encima la sección de anuncios breves en los periódicos, encontrar lo que deseo y extraer la información que busco; por ejemplo, sobre un coche, un ordenador o el tamaño y precio de un piso;
- soy capaz de entender las instrucciones básicas sobre el uso de ciertos aparatos; por ejemplo, el teléfono público, un cajero automático, etc.;
- soy capaz de identificar la información esencial de noticias y artículos breves de prensa en los que cifras, nombres e ilustraciones comentadas ayudan a la comprensión;
- soy capaz de entender narraciones o relatos breves sobre temas que conozco si están escritos de manera sencilla;
-



Conversar

Siempre que pueda pedir que me repitan lo dicho y cuente con la ayuda de mi interlocutor...

1

2

- soy capaz de saludar a alguien, preguntarle cómo está y reaccionar ante lo que me dice;
- soy capaz de pedir y aceptar disculpas;
- soy capaz de hacer compras indicando de manera sencilla lo que deseo y preguntando el precio como "¿Cuánto es?", "Son 8 euros";
- soy capaz de decir lo que me gusta y lo que no me gusta;
- soy capaz de invitar a alguien y de responder a una invitación;
- soy capaz de dar y pedir información básica para realizar transacciones sencillas como "¿Para cambiar un cheque de viaje?", "Dos entradas para el sábado, por favor", etc.;
- soy capaz de pedir y dar indicaciones para llegar a un sitio, haciendo referencia a un mapa o un plano de la ciudad;
- soy capaz de obtener información sencilla sobre un viaje, un curso, etc.;
- soy capaz de preguntar y contestar sobre el trabajo y el tiempo libre;
- soy capaz de hablar con alguien para llegar a un acuerdo sobre qué hacer o a dónde ir y decidir sobre el lugar y la hora de la cita;
-

Tabla de descriptores para la autoevaluación Nivel **A2**



Hablar	1	2
<i>Aunque resulten evidentes mi acento extranjero, mis pausas y titubeos...</i>		
• soy capaz de describir a mi familia, a mí mismo y a otras personas;	☐	☐
• soy capaz de describir el lugar en el que vivo;	☐	☐
• soy capaz de hablar de manera sencilla de mis aficiones y de las cosas que me interesan;	☐	☐
• soy capaz de describir mi formación, mi trabajo actual y otras actividades realizadas;	☐	☐
• soy capaz de describir actividades y contar experiencias personales pasadas; por ejemplo, mi último fin de semana o mis últimas vacaciones;	☐	☐
•	☐	☐
•	☐	☐
Estrategias que utilizo	1	2
• Soy capaz de llamar la atención de alguien; por ejemplo, “¡Oiga, por favor!”.	☐	☐
• Soy capaz de indicar que estoy entendiendo.	☐	☐
• Soy capaz de pedir con las fórmulas más usuales que alguien repita algo.	☐	☐
• Soy capaz de pedir aclaración sobre una palabra que no he entendido y que es relevante para la comprensión con frases como por ejemplo, “¿qué significa ...?”.	☐	☐
• Intento compensar lo que no sé adaptando palabras de otro idioma.	☐	☐
•	☐	☐
Repertorio lingüístico	1	2
• Soy capaz de utilizar algunas estructuras sencillas.	☐	☐
• Tengo un vocabulario suficiente para comunicarme en situaciones habituales de la vida cotidiana.	☐	☐
• Soy capaz de enlazar grupos de palabras por medio de conectores tales como “y”, “pero”, “porque”.	☐	☐
• Soy capaz de utilizar las palabras más usuales para expresar la secuencia temporal de un acontecimiento: “primero”, “después”, “más tarde”, “entonces”.	☐	☐
•	☐	☐
Escribir	1	2
<i>Aunque cometa errores con cierta frecuencia...</i>		
• soy capaz de rellenar un cuestionario aportando información sobre mi educación, trabajo, intereses y conocimientos específicos;	☐	☐
• soy capaz de escribir una nota o mensaje; por ejemplo, “No hay café”;	☐	☐
• soy capaz de utilizar, en una carta breve, fórmulas y expresiones sencillas para saludar, dirigirme al lector, expresar agradecimiento, preguntar o pedir algo y despedirme;	☐	☐
• soy capaz de presentarme de forma breve en una carta y de referirme a mi familia, estudios, trabajo, aficiones, etc.;	☐	☐
• soy capaz de escribir, en una carta personal, sobre aspectos de la vida cotidiana (personas, lugares, trabajo, estudios, familia, aficiones, etc.);	☐	☐
• soy capaz de describir un acontecimiento y de decir qué ha pasado, dónde y cuándo en una carta personal o formal;	☐	☐
•	☐	☐
•	☐	☐

Fecha: